University of Alberta

Ukrainian Reading Programs at the High School Level in Edmonton, Alberta: An Assessment of the Experience of Potential Language Learners at the University Level

by

Tracy Ann Dool ©

A thesis submitted to the Faculty of Graduate Studies and Research in partial fulfillment

of the requirements for the degree of Master of Arts

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ABSTRACT

This study investigates the reading interests of high school students with the express goal of assisting university instructors in the formulation of a Ukrainian reading program at the intermediate level.

Sixty students at three Edmonton-area high schools completed questionnaires that elicited information about their general reading interests, positive and negative Ukrainian reading experiences, and future expectations.

Students reported the desire to read relevant texts filled with humour and adventure, but not necessarily devoid of historical and cultural content. They sought fiction and non-fiction in well-illustrated editions that, while challenging, lend themselves to ease of comprehension. The students, however, have had minimal exposure to such texts. While some enjoy reading in Ukrainian, others do not. It appears that enthusiasm for reading in Ukrainian may be dampened by difficult vocabulary and uninteresting materials. Results suggest that students would benefit from a curriculum that takes their reading interests into account.

Even now I cannot fully understand why the Greek language, which I learned as a child, was so distasteful to me. I loved Latin, not the elementary lessons but those which I studied later under teachers of literature. The first lessons in Latin were reading, writing, and counting, and they were as much of an irksome imposition as any studies in Greek. But this, too, was due to the sinfulness and vanity of life, since I was flesh and blood, no better than a breath of wind that passes by and never returns. For these elementary lessons were far more valuable than those which followed, because the subjects were practical. They gave me the power, which I still have, of reading whatever is set before me and writing whatever I wish to write.

Confessions, Saint Augustine, BOOK I: 13 (p. 33)

If this was so, why did I dislike Greek literature, which tells these tales, as much as the Greek language itself? Homer, as well as Virgil, was a skilful spinner of yarns and he is most delightfully imaginative. Nevertheless, as a boy, I found him little to my taste. I suppose that Greek boys think the same about Virgil when they are forced to study him as I was forced to study Homer. There was of course the difficulty which is found in learning any foreign language, and this soured the sweetness of the Greek romances. For I understood not a single word and I was constantly subjected to violent threats and cruel punishments to make me learn. As a baby, of course, I knew no Latin either, but I learned it without fear and fret, simply by keeping my ears open while my nurses fondled me and everyone laughed and played happily with me. I learned it without being forced by threats of punishment, because it was my own wish to be able to give expression to my thoughts. I could never have done this if I had not learnt a few words, not from schoolmasters, but from people who spoke to me and listened when I delivered to their ears whatever thoughts I had conceived. This clearly shows that we learn better in a free spirit of curiosity than under fear and compulsion.

Confessions, Saint Augustine, BOOK I: 14 (p. 35)

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The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research for acceptance, a thesis entitled *Ukrainian Reading Programs at the High School Level in Edmonton, Alberta: An Assessment of the Experience of Potential Language Learners at the University Level* submitted by Tracy Ann Dool in partial fulfillment of the requirements for the degree of Master of Arts in Applied Linguistics.

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"Drop by drop it became an ocean."
Farsi proverb, Author Unknown

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Chapter I

INTRODUCTION TO THE RESEARCH QUESTION

I.1 Background to the problem

The impact of motivational and affective factors on the individual's interest in learning a foreign language has been appreciated for a very long time. In the fourth century, St. Augustine proposed that "we learn a foreign language better in a free spirit of curiosity than under fear and compulsion" (Augustine, 1961, p. 35). Comparing his negative and positive experiences while learning Greek and Latin, St. Augustine confessed that he did not enjoy learning Greek because he found Homer "little to his taste." Moreover, "the sweetness of the Greek romances" was "soured" because he "did not understand a single word" and was "constantly subjected to violent threats and cruel punishments to make [him] learn" (p. 35). St. Augustine believed that his success in learning Latin stemmed from his partiality to Virgil and his enthusiastic willingness to learn the language. In essence, he argued, interesting subject matter and a supportive learning environment contribute to successful foreign language learning and, by extension, reading comprehension.

Like St. Augustine, modern-day foreign language researchers associate successful foreign language learning[1] with successful reading experiences. Although conclusions are tentative, current L2 reading research (discussed in greater detail in the next chapter) has shown that the affective factor of topic interest has a significant and positive impact on second language reading. Consequently, researchers have considered it essential that second-language instructors consider students' interests in the selection of reading materials (cf. Bernhardt, 1991; Bügel & Buunk, 1996; Carrell & Wise, 1998; Kellermann, 1981; Krashen, 1993; LeLoup, 1993; Nuttall, 1996; Swaffar, Arens, & Byrnes, 1991). This emphasis on reader interest in second-language reading research initiated in the 1980s (Bernhardt, 1991) focuses on a "learner-centered definition of language instruction" (Swaffar, Arens & Byrnes, 1991, p. 13). Relying on the use of authentic texts that reflect the interests and cognitive level of adult students, this thread of communicative language teaching attempts to attract learners' attention to facilitate learning.

---

[1] **Foreign Language Acquisition (FLA) and/or Second Language Acquisition (SLA):** For the purposes of this study, foreign language acquisition (FLA) and second language acquisition (SLA) will be used interchangeably when referring to the study of a target language in a controlled, academic atmosphere with minimal interaction in that target language outside of the classroom.

As early as 1986, Grabe argued that reading is a (or perhaps *the*) critical skill needed by second language students for academic success (1986, p. 35). He provided a rationale for emphasizing second language reading in curriculum design. He maintained that: (1) reading is the skill most used by second language students in an academic setting; (2) extensive reading in the second language leads to independent reading ability, greater proficiency in the other language skills (emphasis on writing) and increased background knowledge; (3) direct reading instruction is required in second language programs in order to facilitate transference of native language reading skills to the second language; and (4) strong reading ability is a prerequisite for success in higher level academic settings where students are required to read exhaustively.

In addition, Eskey (1986, p. 4) suggested that successful reading experiences can be created by providing students with a real-world motivation for reading. He posited that the first concern of any teacher of reading is to find, or create, a body of material that students might find interesting to read, and then to relate that material to students' real concerns and to make it as comprehensible to them as possible.

That said, it is important to note that interest is not the only factor affecting the ease or difficulty of reading in a foreign language. Reading is a complex cognitive task and may be affected by orthographic distance (Koda, 1996) and differences of vocabulary and grammar from first language (L1) and second language (L2). It is also affected by text length, text topic, background knowledge, and style and register. Of sole importance for the purposes of this paper, however, is the role of interest in foreign language reading comprehension and whether we actually "do learn a foreign language better in a free spirit of curiosity" as St. Augustine claims we do.

Echoing St. Augustine's argumentation, Julian Dakin, an educator interested in L1 and L2 literacy, stressed the importance of reading for pleasure in a March 1971 letter addressed to Marcelle Kellermann, a linguist specializing in foreign language reading. Dakin wrote about his experiences in India and Spain where he taught English as a foreign language to children between the ages of 6 and 14. Part of his letter, as it appears in Kellermann (1981), states the following:

> I have spent two of the last three years engaged in teaching reading to beginners here in Spain and India. As far as I can see beginners between the ages of 6 and 14 have no more difficulty in learning to read a foreign language than they do in learning to read their mother tongue. I have long felt that the most important language skill, the most valuable and the most enduring, is reading—so I have had no scruples about introducing it intensively at an early stage. Within the first year I have had some pupils reading as well or better in English than in their mother tongue. On the other hand, there have been equally obvious failures to learn to read and write in English than to talk. (I don't mean reading or writing mechanically, but for pleasure.)
>
> So the only problem that I can see, apart from the problem of backward readers in any language, is that of providing a sufficiently rich and varied set of reading materials offering sufficient interest and repetition for the slow learners and sufficient variety and progression for the quick learners. Needless to say the ideal materials do not yet exist either in English or, I imagine, in French. For beginners I have tried writing my own materials.

> What you may need, therefore, is not so much a scientific research project—I feel like adding: God preserve us from scientific research projects!—as a team of gifted, imaginative and creative writers, who are prepared to write (or adapt) a huge amount of reading material in the foreign language, and to add in games and testing materials that develop specific reading skills. Given a constant supply of new reading material at all levels, you can then ask teachers in the classroom to try out various ways of incorporating it into their approach, etc. To give you some idea of the size of the foreign-language library you may need, my quicker pupils in India could get through my little reading books in 20 minutes. If I had let them take a book home every day, which is what they wanted to do, they could have got through 200+ books in their first year of English. I only had time to write 50 books in that time, so I was having to hold back their reading while I got the next book written, illustrated and duplicated. As it was, three children in the class, given only 40 mins. a day of English, managed to work up to a reading age of an English child of 9 with the materials available in the course of their first year English.
>
> To repeat the heresy then: please don't waste your time looking for linguistic or psycholinguistic advisers and consultants. Look around instead for creative writers with experience of children.... At the end of a few years you may not have much in the scientific way to report but at least you will have a good collection of stories, etc., in various languages which our children can enjoy reading....
>
> March 1971

Dakin died suddenly in September 1972, at the age of 31, when he had just returned to Edinburgh University as Lecturer after three years in India and Madrid (Kellermann, p. 13). Although his contribution to foreign language research was short-lived, Dakin's message is nonetheless significant. Kellermann (1981) summarizes Dakin's philosophy on reading in a foreign language and explains that:

> [Dakin] was convinced that learning to read in a foreign language is no more difficult than learning to listen to it, understand it and speak it; that it can be mastered quite quickly if the learner is presented with a literature which makes sense to him, which suits his tastes, which is varied, lively and adapted to his stage of reading; that it can give pleasure; that it can become extensive if an almost unlimited supply of reading materials is available; and that reading achievements in a second language can be put on a par with first language reading, and in some cases surpass it (p. 13).

Although St. Augustine and Julian Dakin lived centuries apart, their philosophies on foreign language reading resemble each other. Their thoughts on foreign language reading intimate several predominant themes related to "interest" which are addressed in current L2 research. These include: the role of interest in L2 reading; reading for pleasure; free voluntary reading (Krashen, 1993); language learners' active involvement in selecting reading materials; teachers' active involvement in selecting, creating and adapting reading materials; access to varied print contexts (Smith, 1995), extensive reading programmes (Nuttall, 1996), authentic materials (Bernhardt, 1991; Swaffar, Arens, & Byrnes, 1991); availability of time and space for intra- and extra-curricular reading in the L2 (Kellermann, 1984); and practical subject matter.

In recent years, the role of interest in foreign language reading has become an increasingly complex area of research. Empirical studies have focused on the role of interest and whether reading for pleasure facilitates reading comprehension. In addition, researchers are constantly seeking methods to standardize measurability of interest in order to determine its affective impact, whether negative or positive.

Unfortunately, reading for pleasure, a beneficial component of the language learning process, has not always been integrated by curriculum developers, despite the fact that researchers recommend the inclusion of authentic materials of interest to learners within second language programs and textbooks. Bernhardt (1991) asserts that:

> The 1990s should see an end to the debate: Textbooks should consist of authentic materials of interest to learners in comparable age ranges. Topics of texts should be topics of concern to native readers in those age ranges and educational levels. Because reading materials provide the most significant source of cultural materials, it is critical that learners learn how to cope with these materials early in their instruction (p. 228).

Educators have taken up Bernhardt's recommendation that the expectations and materials of the second- language reading curriculum need to be adapted to the reading audience as early as possible. Currently, curriculum planners of the beginning and intermediate Ukrainian language reading programs at the University of Alberta are seeking to address this problem. As a result, I designed a survey study (discussed in more detail in the next section) which investigated the reading interests of high school students learning Ukrainian. The practical goal of this study was to assist curriculum planners at the university in their efforts to determine student interests when selecting "pedagogically appropriate" reading materials. (Swaffar, Arens, & Byrnes, 1991, p. 189). Scholars define this concept as:

> pedagogically-useful texts, oral or written, whose primary intent is to communicate meaning. Such texts are generally written by native speakers of the language to be read by other native speakers—the usual definition of authentic in L2 teaching (e.g., Bacon). However, whether texts are intended for native speakers of the language is not the relevant issue. Instead, questions about appropriateness center on issues of quality and suitability for the L2 classroom (Swaffar, Arens & Byrnes, 1991, p. 190).

Swaffar, Arens and Byrnes (1991) note that aside from serving purely academic concerns, authentic texts introduce students to the feasibility of "pleasure reading," outside reading which students select on the basis of personal interest. Furthermore, they assert that reading for pleasure will promote quantitatively greater amounts of reading outside of the class, thereby developing and improving students' comprehension of vocabulary and increasing their reading speed (p. 190). Studies investigating the interaction between "pleasure reading" and "quantitative reading outside of the class"—commonly referred to in L2 research as "extensive reading"—support such an assertion (cf. Coady, 1997; Grabe & Stoller, 1997; Krashen, 1993; Nuttall, 1996; Robb & Susser, 1989; Walker, 1997). The findings of these studies will be discussed in the next chapter.

I.2 Purpose and importance of the study

The purpose of this study is to determine the profile, reading interests, and needs of incoming university students with previous (i.e., high school) experience in Ukrainian. Swaffar, Arens and Byrnes (1991) recommend that "in order to establish factors such as topic familiarity and interest level (e.g., whether readings should be in science, social science, literature, or other text types), teachers can make use of a general questionnaire administered and assessed at the onset of the high school year or college semester." They stress that "such inquiries are essential because interests vary with institutions and individual classes" (p. 190). In the hope of providing the Ukrainian-language program at the University of Alberta with a framework for developing a richer reading curriculum and improving instruction, this project sought Ukrainian-language learners at the high school level and granted them the opportunity to anonymously evaluate the positive and negative aspects of their reading experience in questionnaire format. The information provided by the students and the reading materials they had at their disposal has been interpreted with the intention of outlining a stimulating, educational Ukrainian language reading program at the university level.

My questionnaire is an adaptation of a student interview designed by the Ukrainian Language Education Centre (ULEC), a branch of the Canadian Institute of Ukrainian Studies (CIUS) at the University of Alberta. ULEC's survey, which was conducted from January through May of 1995, represents a needs assessment of the NOVA 4, 5, and 6 elementary reading program. It was designed to identify which reading materials students have read and to investigate which materials students found interesting in order to develop a new, stimulating reading curriculum. Sixty-one students from grades 4, 5 and 6 at six different elementary schools took part in one-on-one, 35-minute interviews.

Results of ULEC's survey show that students expressed a willingness to improve their reading ability in Ukrainian and, although not well-acquainted with reading methodologies, knew what was required for improvement. More specifically, students felt that they needed (in descending order according to number of references): more interesting, exciting, enjoyable, high interest and modern books (19); more practice (12); teacher/peer/parental assistance (9); easier books (8); to learn more vocabulary (9); activities related to reading (4); good dictionaries (5); illustrated text to help comprehension (3); more Ukrainian in the classroom (2); and easier text (1). Although these data were not analyzed statistically, they will nonetheless prove useful in comparison to the results of the present study, especially in determining age-related differences in the reading practices of young-adults.

Overall, my descriptive study constitutes a preliminary attempt at acquainting university instructors with the high school Ukrainian-language programs from which potential students arrive. More specifically, it acquaints university instructors with the two types of incoming students that enroll in Ukrainian 150[2] and Ukrainian 201/202[3]. Although these courses seek to target different audiences, for the purposes of this study, they are subsumed here under the label "intermediate"[4] to differentiate students with previous experience in Ukrainian from those without.

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[2] Ukrainian 150 First-Year Ukrainian, as it is defined in the 1999/2000 University of Alberta Calendar, is a course that consolidates a basic understanding of Ukrainian through a systematic grammar review and practice in reading, speaking and writing. Laboratory work focuses on everyday topics and contemporary culture. Ukrainian 30 is a prerequisite for this course; however, students with a final grade of 85% or more in Ukrainian 30 are encouraged to consult the Department before registering.

[3] Ukrainian 201 Second-Year Ukrainian I, as it is defined in the 1999/2000 University of Alberta Calendar, is a course that develops skills and provides an overview of Ukrainian grammar. Videos advertisements and newspaper articles serve as a basis for a variety of exercises, including student presentations. Prerequisites for this course are Ukrainian 100 Beginners' Ukrainian, Ukrainian 150, or consent of Department. Ukrainian 202 Second-Year Ukrainian II is a continuation of Ukrainian 201, with greater

It is also hoped that this study will suggest possible courses of action on the basis of a topic-inventory analysis. This reading inventory will reveal whether students have read authentic Ukrainian materials as opposed to Canadian-Ukrainian materials. Data analysis should also reveal what appeals to the students and what does not. This essential information will ultimately guide university instructors in their selection of course materials, which can be tailored to suit the needs and preferences of potential students.

The aim of this descriptive study is similar to that of a survey conducted by Horwitz (1988) which focused on students' beliefs on language learning. Specifically, my study seeks to "sensitize teachers and researchers to the variety of beliefs students hold and to the possible consequences of specific beliefs for second language reading and instruction" (Horwitz, 1988). Ideally, once instructors are privy to students' preconceived notions about reading in Ukrainian, which may include typical comments like "*reading in Ukrainian is boring*" or "*it's too difficult*," these beliefs may be challenged with alternative approaches to instruction. This study might also serve as a tool for strengthening communication between local high schools, Alberta Education, the Ukrainian Language Education Centre (ULEC) and the Department of Modern Languages and Cultural Studies at the University of Alberta. Finally, as an investigation of reading interests—albeit a very preliminary one—this study can alert Ukrainian-language instructors at the University of Alberta to the process of second language

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emphasis on reading and composition. This course includes films and modern short stories. Prerequisites are Ukrainian 201 or consent of Department.

[4] This does not refer to the term as used in the ACTFL Proficiency Guidelines.

reading and the need to formulate a more solid theoretical base for the instruction of the target language in the classroom.

I.3 Research questions

The major questions explored in this study are as follows:

1. Do students from Edmonton-area high schools have access to a variety of Ukrainian reading materials? Are their classrooms a "print-rich" environment? If so, do they have the opportunity to choose their own materials?
2. Do these students enjoy reading Ukrainian materials? If so, what are their reading interests and motivations?
3. Do these students consider the "interestingness" of a text a contributing factor to the level of difficulty or ease of a text?
4. Are there any significant differences in the reading interests of these students based on gender?
5. Are there any significant differences in the reading interests of these students based on language program?
6. Are there any significant differences in the reading interests of these students based on grade level?

I.4 Hypotheses

1. Students do not necessarily find available Ukrainian-reading selections pleasurable and interesting.
2. Students have in general a negative attitude toward reading and, specifically, toward reading materials in Ukrainian.

3. By the time they reach university, students will not have had the opportunity to read self-selected texts in Ukrainian.
4. Time constraints and poor access to suitable free-reading materials may not have given students the opportunity to practice reading for pleasure in Ukrainian.
5. Vocabulary and complex grammatical structures intimidate students when reading in Ukrainian.
6. Students have had extensive access to literary texts and minimal experience with expository texts in Ukrainian.

I.5 Limitations

1. Although there are many significant findings in this study, certain methodological limitations must be kept in mind when using and interpreting them. Inasmuch as the number of subjects used in this study was not statistically valid (n=60) and the open-ended nature of its questions yielded detailed and individualistic responses, the most important limitation to bear in mind is the reduced generalizability of my findings.
2. High school students enrolled in a total of seven Ukrainian language programs in Edmonton and surrounding areas were invited to participate in my study. For the purposes of this thesis, and in accordance with ethical standards, these schools have been designated as A, B, C, D, E, F and G. My study reports on data collected in High Schools A, B and C. High Schools D, E, F and G did not volunteer to participate for various reasons: (1) High School D was unable to participate because of time constraints; (2) High School E offers Ukrainian as a Second Language only by correspondence, and there were no students enrolled in the program this year; (3) questionnaires were not administered to students at High School F because of low

enrollment and distance; and (4) at High School G Ukrainian 30 students had completed their coursework in the first semester, whereas my study took place in the second. (Arrangements had been made to meet with students at their convenience in order to distribute questionnaires, and four out of eleven actually volunteered to meet with me. Unfortunately, however, those who did attend the scheduled presentation failed to submit their responses.). Poor attendance at the gathering in High School G led me to believe that the best means of collecting data was to meet with only those students who were enrolled in Ukrainian courses at the time of the investigation.

3. Originally I had intended to compare two groups of students, i.e. those who have studied Ukrainian before high school and those who have not. This comparison was impossible since the majority of students who volunteered their responses had taken Ukrainian at all three levels of study—elementary, junior high, and high school. Few had not, but they constituted a minority.
4. Because students filled out questionnaires at the beginning of the semester, results do not accurately reflect reading experiences encountered throughout an entire term. End-of-semester responses would have been preferred. However, school policy states that research may not be conducted in schools after April so that students are not distracted from their regular studies.
5. Not every student completed every question, which may have a negative impact on research validity. Low response rates will not allow for statistical analysis of the data.
6. Commonly accepted survey techniques led me to limit this investigation to the self-reported responses of the students. Because of this factor, the reliability and validity

of data are of some concern. It is possible that students answered questions by providing socially desirable responses that might conform with their self-image but do not reflect their actual reading behaviors. However, I maintain that the survey instrument employed in this study was a useful method for gathering the nuanced information sought.

7. In light of the above mentioned limitations and restrictions, this study should be considered exploratory in nature.

I.6 Overview of the thesis

This introductory chapter has presented the purpose of the study and an overview of the research design. Critical terms were defined and limitations were acknowledged.

The second chapter defines interest as it is understood for the purposes of this study. Its second section reviews relevant literature on topic interest in second language reading. Empirical studies are examined for their contribution to topic interest and their relevance to this study. A review of the literature on extensive reading in second language acquisition is presented in the third section. Arguments for the importance of increased access to interesting and enjoyable materials in second language reading are discussed.

The third chapter describes the participants in this study and the procedures for their selection; the student questionnaire; the coding of results; and the methods employed for data analysis.

The results of the questionnaires are presented in the fourth chapter. Quantitative analysis is used to compare the data collected in numeric form. In addition, qualitative analysis is used to support and enhance the findings of the quantitative analysis and to determine patterns that were otherwise not discernable in numeric form. The latter type of descriptive analysis of the data predominates. This allows for a deeper understanding of individual and unique variations in student responses.

The data collected by this study elicited input on actual reading experiences and materials that students perceive as most intriguing and stimulating. This is summarized in the final chapter where results and conclusions are discussed. Theoretical and pedagogical implications are considered in this concluding chapter. It is hoped that student feedback will assist in the development of a reading curriculum at the university and stimulate further research.

Chapter II

LITERATURE REVIEW

II.1 Overview

The present chapter reviews relevant literature on the role of interest in second language reading comprehension. In the first section, I will define interest as it is understood for the purposes of this study. Subsequently, I will review interest-related theoretical and empirical contributions to first and second language reading research. In particular, I will focus on topic interest in the second section and extensive reading in the third. The review of this existing body of literature will not only assist in the development of an understanding of what interest is, but will also provide a rationale for this particular investigation.

II.2 Defining interest

While interest would appear to be an easily-defined concept, Walter Kintsch in a forward to an important collection, *The Role of Interest in Learning and Development*, cautions that interest as a common-sense term is useful in everyday communication, but a difficult concept to define precisely in scientific psychology. He asserts that there are no simple answers to the question of what constitutes interest or interestingness and maintains that research in this area continues to concentrate on distinguishing the multi-dimensionality of interest and how a person's interests or an object's interestingness affect comprehension and learning. Nonetheless, Kintsch commends scholars on their efforts to provide an explicit scientific account for the role of interest in learning, what people find interesting, and why (Kintsch, 1992, pp. xiii-viv). His assertions about the difficulties of conducting research on interest are borne out by an examination of the papers in the volume at issue (Renninger, Hidi & Krapp, 1992). My analysis revealed a lack of consensus on the definition of "interest," a lack which essentially reflects the complexity of the problem. Because interest is relative to each individual and challenged by limitations of measurability, researchers must explain how they apply this concept in their own work.

The difficulty of arriving at a satisfactory definition is made more complex by the conflation of "interest" with other terms, such as *intrinsic motivation*, *subject-related affect* [topic-interest], *attitude*, *cognitive motivation*, *liking*, or *curiosity* (Schiefele, Krapp & Winteler, 1992). Carrell and Wise (1998) also found in their review of second language reading research that researchers (cf. Hammadou, 1991; Peretz & Shoham, 1990) tended to confound *prior knowledge* and *topic interest* under the label of *topic familiarity*. Considering this inconsistent use of the "interest concept" in interest-related research, I adopted a general definition of the term which reflects the research questions I posit in my study.

My understanding of interest in language learning and, more specifically, in learning to read is informed by the conceptualizations of Deci (1992) and Schiefele (1986). Deci asserts that "one experiences interest when one encounters novel, challenging or aesthetically pleasing activities or objects in a context that allows satisfaction of the basic psychological needs and thus promotes development" (Deci, 1992, p. 49). Schiefele expands upon Deci's definition. He views interest as "embodied in the person-object relation" and maintains that "special relations with an object (a topic, knowledge domain, or subject matter such as computers, music, etc.) lead to interest, which, in turn, serves as a motivator" (Schiefele, 1986, pp. 153-162). I define interest broadly, as a preference for a particular topic in a second language which promotes learning by enhancing one's motivation to read.

II.2.1 Intrinsic vs. extrinsic motivation

Interest is a powerful motivator (Deci, 1992, p. 43). It guides many of our life choices, such as leisure activities, post-secondary education and vocation. From the perspective of self-determination theory (Deci & Ryan, 1985), Deci explores the motivating aspects of interest, distinguishing between activities that people do freely, as opposed to those that they feel coerced or pressured to do. According to Deci, to be self-determining means to engage in an activity with a full sense of want, choice, and personal approval (Deci, 1992, p. 43). Although Deci does not make explicit reference to language learning, one can see how, given the example of St. Augustine's preference to study Latin over Greek, this model can be applied to the influence of interest on second language learning and, specifically here, reading.

Deci, when further explaining self-determination theory, contrasts two types of behaviors—those that are done simply for the personal reward of enjoying the activity itself versus those that are instrumental for some other reward, such as money, praise, or grades on a report card. The former are referred to as intrinsically motivated and the latter as extrinsically motivated (Deci, 1992, p. 44). To phrase is metaphorically, intrinsically motivated behaviors can be seen, in St. Augustine's terms, as activities pursued under a "spirit of free curiosity," while extrinsically motivated behaviors can be seen as activities that are performed under "fear and compulsion."

II.2.2 Intrinsic vs. extrinsic motivation in the classroom

In a typical educational setting, second language learners are extrinsically motivated by the instructor's evaluation of their performance. Intrinsically motivated behavior, which is associated with individual interest, is often not observed in this type of educational setting. While Hidi and Anderson acknowledge the impact of individual interests in learning, they caution that "their applications in educational settings may be problematic" (Hidi & Anderson, 1992, p. 217). They maintain that "teachers' efforts to cater to the varied personal interests of individual students can be an overwhelmingly time- and effort-consuming task, particularly for a large group of students" (Hidi & Anderson ,1992, p. 217). Furthermore, they suggest that use of varied student-specific interests as an educational tool may conflict with curricular standards.

In order to overcome these obstacles, Hidi and Anderson recommend that educators take advantage of situational interest, which can be created by reading materials. They assert that situational interest, also referred to as text-based interest (Hidi & Baird, 1988), can be elicited by text through ideas, topics, and themes. To best take advantage of text-based interest, Hidi and Anderson deem it essential to investigate which ideas create interest in such a way that they override individual differences among the members of a group. Specifically, the authors recommend incorporating certain literary themes and topics into the curriculum, which over the centuries have garnered universal, archetypal appeal (e.g., love, death). They also believe that it is reasonable to assume that universal text-based interest could be generated by many other topics, themes, and ideas, and that textbooks and reading materials could eventually be designed and chosen with this in mind. Further recommendations for selection of reading materials and practical application of interest in the classroom will be discussed in relation to the results of this study and their pedagogical implications for L2 reading programs (see Chapter 5).

II.3 Topic interest

Several L1 researchers have addressed the relationship between topic interest and reading comprehension. Studies in this area have tended to examine the effect of personal preference, or topic interest on reading ability, generally finding that high interest facilitates reading comprehension. The overall findings also show that interesting texts motivate people to read and tend to result in quantitatively and qualitatively superior learning (cf. Asher, 1980; Asher, Hymel, & Wigfield, 1978; Belloni & Jongsma, 1978; Entin & Klare, 1985; Osako & Anders, 1983; Walker, Noland, & Greenshields, 1979).

During the last decade, L2 researchers have initiated similar studies that explore the concept of interest and its effects on reading comprehension. Like their L1 counterparts, L2 researchers generally agree that interest influences second language reading comprehension in such a manner that readers comprehend better when they read materials on topics in which they are interested (Asher, 1980; Bügel & Buunk, 1996; Leloup, 1993). L2 researchers also question whether interesting materials may be less demanding on cognitive resources than uninteresting materials. Studies reflecting this L2 research emphasis are reported in the sections that follow.

II.3.1 Peretz and Shoham study

In response to the growing tendency to structure EFL (English as a Foreign Language) courses to fit the specific needs and interests of students from different disciplines, Peretz and Shoham (1990) investigated whether interest or preference for a topic affects second and foreign language reading comprehension results. In their study, the researchers hypothesized that topic familiarity and assessed difficulty of a text would correlate positively with performance on reading comprehension tests.

Peretz and Shoham noted that although empirical evidence was limited, there was some indication that interest in a topic does not necessarily correlate positively with grades on reading comprehension tests. The researchers investigated this tentative assumption by reporting on studies conducted by Weber (1980), and Entin (1981), Baldwin, Peleg-Bruckner, and McClintock (1985) whose focus was on investigating the relationship between factors such as topic interest, topic familiarity, prior knowledge of text topic, and performance on reading tests. Overall, the results of these studies indicated that topic interest had an additive effect on reading comprehension. However, in their review, Peretz and Shoham discovered that these studies did not account for students' subjective evaluation of text difficulty. Thus, in their study, they posed the question whether subjective assessment of test difficulty (i.e., whether tests based on content-related texts would be perceived by subjects as being easier than tests based on other topics) is a reliable index of actual performance on the test.

The subjects were 177 first-year university students of English at the Ben Gurion University of the Negev—80 students in the Faculty of Science and Technology (ST) and 97 students in the Faculty of Humanities and Social Sciences (HSS). They were tested on two passages of approximately the same length, which were taken from articles that had appeared in HSS and ST readers and had been used in EFL courses. The HSS text dealt with ethical considerations of using human subjects in medical research and the ST passage dealt with ways to reduce fuel consumption in automobiles. Each passage was followed by a set of fourteen multiple-choice comprehension questions that focused on general comprehension, recognition of referents, and ability to deduce vocabulary in context. Subjects were also asked to assess the difficulty of the HSS- and ST-related texts on a scale of 1-5, from very easy (1) to very difficult (5).

Peretz and Shoham found the following: (1) overall, ST students obtained higher mean scores than the HSS students not only on the ST-related test, but also on the HSS-related test; (2) further analysis also indicated that for HSS students, assessed difficulty of the text by the students and actual performance seemed to be positively correlated, while for ST students, actual performance for both tests was the same, although the HSS test was rated as being more difficult; (3) results confirmed that students prefer texts on topics that are, or appear to be, related to their field of study and that they rate tests based on such topics as being more comprehensible than tests based on topics that are related to other subjects; (4) results also indicated that students' subjective evaluations of how appropriate or fair a test is are not always a reliable index of their performance on reading tests; (5) finally, Peretz and Shoham questioned test construction validity, noting that a multiple-choice test format may not accurately measure reading comprehension.

II.3.2 Bügel and Buunk study

Bügel and Buunk's (1996) findings provide supporting evidence for the effects of topic interest and prior knowledge on foreign language reading comprehension. However, their study expands on the above research by including an investigation of sex-based differences. Based on previous research (Bügel, 1993; Bügel & Glas, 1991) which suggested that the performance of males and females appeared to be the result of the text topics on which exam questions are based, in addition to a marked tendency for females to score lower than males on the national foreign language examinations in the

Netherlands, Bügel and Buunk's study sought to test the hypothesis that the topic of a text is a significant factor explaining sex differences in prior knowledge and interests in the performance of Dutch secondary school students on English reading tests.

Subjects in this study were 2980 students in their final year of intermediate-level secondary education in the Netherlands. All students had studied English as a foreign language for three or more years.

In this study, prior knowledge and interest were viewed as related concepts, which follows the common and common-sense assumption that people often know more about topics that interest them (Bügel & Buunk, 1996; Carrell & Wise, 1998; Guthrie, 1981; Leloup, 1993). Indirect measurement of students' prior knowledge and interest were elicited from three questionnaires designed to obtain information related to academic subject choice, age, reading habits, and self-reported knowledge and interest concerning text topics. The first questionnaire assessed students' reading and television viewing habits in relation to the topics included in the English reading comprehension tests used in this study. Students indicated on a 5-point scale how often they read materials and watched television about these topics. The second questionnaire consisted of self-assessments on prior knowledge and topic interest. Subjects indicated on a 4-point scale how much they knew about the topics of the reading passages, and whether they found these topics interesting. The third questionnaire consisted of questions about age, educational career, and academic subject choice.

Based on previous item and text bias research (Bügel & Glas, 1991; Bügel, 1993) that determined which topics would be favoured more by females or by males, national foreign language examination specialists selected authentic text passages from a variety of American and British reading materials. Search criteria for females included topics on human relations, psychological approach; stereotypical female behaviour; nonstereotypical male behaviour; female professions and occupations; self care and care of others; home, household, cooking; empathy with underdog (e.g., minorities), pity; art, literature, dance; and philosophy, abstract reasoning. Search criteria for males included the following topics: economy, money, labour market; politics, authorities, public affairs; crime, violence, aggression, war, militarism, nationalism, danger, risky behaviour; sports; technology, machines, physics; automobiles and other motorized vehicles; stereotypical male behaviour; nonstereotypical behavior.

Students were tested in multiple-choice format for reading comprehension based on texts relating to the topics mentioned above. In total, the texts consisted of one neutral passage, five "male" texts and six "female" texts. Selected texts were adapted for length and level of difficulty. The average length of each passage was approximately 400 words. All texts but one were expository.

Bügel and Buunk found, as they expected, that the topic did result in sex-based differences in reading comprehension. Significant differences were found in favour of male students on all reading comprehension measures targeted for males, while females scored higher on five out of the six female texts.

Results from the prior knowledge and interest self-assessment questionnaires indicated that female students did indeed appear to have different interests than male students. Females noted a preference for medical topics, literature and fiction, and women's magazines, while males noted a preference for magazines about sports, computers and automobiles and, technical, political and economic subjects.

Bügel and Buunk also reported an unexpected, yet significant, gender difference in relation to the narrative text included in the exam. Females scored higher on this reading comprehension measure, which the researchers explained might be a result of their preference for this text type. Since only one narrative text was used, however, the data is misleading, although highly suggestive. Bügel and Buunk concluded that further research was needed to determine the influence of text type on gender-based differences.

Overall, Bügel and Buunk's findings strongly suggest that differences between the sexes in prior knowledge contribute to sex-based differences in foreign language reading comprehension and that there are marked differences between reading habits and interest between males and females (Bügel & Buunk, 1996). The researchers suggest that, based on their results, reading materials presented to students in foreign language classes should vary in linguistic complexity and vocabulary level. They also caution that students who have limited access to reading materials will develop weaker reading skills and will have a less solid knowledge base about many topics. According to their findings, more female than male students fall under this category. To address this imbalance, Bügel and Buunk recommend that students be encouraged to read informative texts about a wider range of topics, and that educators consciously incorporate an equal number of "female-" and "male-" oriented texts into test and curriculum materials.

II.3.3 Carrell and Wise study

Unlike Bügel and Buunk (1996), who did not make a clear distinction between the concepts of prior knowledge and topic interest, Carrell and Wise (1998) devised a study whose purpose was to separate the distinct factors of prior knowledge and topic interest on second language reading comprehension. The researchers based their research on previous L1 and L2 studies (Baldwin et al., 1985; Leloup, 1993) whose focus was on investigating the interrelationship between prior knowledge, topic interest, and gender. As we will see later in this section, Carrell and Wise compare their findings to these studies and provide an account for perceived differences.

Participants in this study were 104 ESL students in an English-for-academic-purposes program at Georgia State University. Students came from a wide variety of countries and native language backgrounds. Their ages ranged between 18 and 50 years, with an average age of 25 years.

In order to "identify potential topics in which participants would have low interest and low prior knowledge, as well as high interest but low prior knowledge, and vice versa" (Carrell & Wise, 1998, p. 290), Carrell and Wise selected texts that they believed represented a wide range of potential interests and areas of prior knowledge. On the basis of linguistic complexity, style, literary genre and readability, the researchers selected 10 expository passages from a CD-ROM encyclopedia on the following topics: computers, human nature, Islamic art and architecture, missionary movements, natural disasters, the Olympics, photography, soccer, space exploration, and financial securities and the stock exchange. According to the researchers, "none of these topics were selected because they were assumed a priori to appeal more to males or to females" (Carrell & Wise, p. 290).

First, students completed a prior knowledge test, which consisted of 100 items, with 10 factual multiple-choice questions on each of the 10 topics listed above. These questions were intentionally designed by the researchers to be answerable without reference to the text, i.e., those students familiar with the topic would have the required knowledge to answer the questions correctly. Subsequently, students filled out a topic interest inventory. They were asked to rank their interests with respect to the listed 10 topics on a scale of 1 (most interest) to 10 (least interest). On the basis of these measures (prior knowledge and interest), each student read passages and took multiple-choice tests on topics for which they had all four possible combinations of high and low prior knowledge and high and low topic interest.

Results for the dependent reading comprehension measures for the two variables of prior knowledge and topic interest were not significant. On the contrary, Carrell and Wise found a significant effect for English proficiency level as well as a significant interaction between interest level and gender, with males being more influenced by high topic interest than females. On the other hand, the researchers found that females actually performed better on the passages in which they had low topic interest.

Results of this study also indicate that prior knowledge and topic interest are neither highly significant nor additive factors in reading comprehension, a finding which directly contradicts conclusions reported by Baldwin et al. (1985). Whereas Baldwin et al. (1985) found that "for their L1 students, both prior knowledge and topic interest were significant single effects in reading comprehension, with differences of almost one standard deviation between High Interest/High Prior Knowledge and Low Interest/Low Prior Knowledge conditions," Carrell and Wise found that "neither effect was significant" (Carrell & Wise, p. 299).

Carrell and Wise also compared their results to a study conducted by Leloup (1993). In her research on English native speakers studying Spanish at the high school level, Leloup investigated the separate contributions of prior knowledge and interest on second language reading. Leloup's results showed effects of topic interest on reading comprehension with topic interest accounting for 9% of the variance in L2 reading comprehension scores, which was an effect not replicated in Carrell and Wise's study.

In explaining the difference in their results from those in other studies, Carrell and Wise attributed contradictions in research results to differences in the learners participating in the studies. The researchers explained that factors such as age, maturity, reading ability, proficiency levels, interests, background knowledge, and gender are expected to differ with different populations and argued for the importance of conducting further research with additional samples of these populations. This, I believe, is an important point to keep in mind, especially when comparing results of research designs focused on an affective factor such as interest. It underscores the fact that results should always be interpreted in light of experimental conditions.

More importantly, for the purposes of my study, Carrell and Wise offer pedagogical advice resulting from their research. Cautioning second language teachers to be sensitive to prior knowledge and interest in their teaching practices, the researchers posit that:

> Topic interest and prior knowledge may or may not be correlated for a given set of students and a given set of topics. Students may have intrinsic, personal interest in a topic but may not have much prior knowledge; similarly, students may have a great deal of prior knowledge but may not be particularly interested in a topic. Comprehension may suffer most when students have both low prior knowledge and low interest in a given topic. If learners are in settings in which their interests and prior knowledge can be factored into the selection of reading materials, clearly they should. A variety of extensive reading situations, including sustained silent reading [a technique similar to extensive reading for pleasure, but over a shorter period of time—T.D.] and free voluntary reading [a technique that allows students to select their own texts and to read them in whatever manner they wish—T.D.], have these as rather automatic benefits. However, even in intensive reading situations where the students do not self-select their own reading materials, there are a variety of mechanisms available to teachers to gather topic-interest and prior knowledge information from their students. (Carrell & Wise, 1998, p. 302)

II.3.4 Mokhtari and Sheorey study

Before students' interests and prior knowledge can be factored into the selection of reading materials, as recommended by Carell and Wise in the above conclusions, standard methodologies have to be in place that would allow instructors to determine students' needs, reading habits and interests. Mokhtari and Sheorey's study (1994), designed to investigate the reading habits of university English as a second language (ESL) students at different levels of English proficiency (high vs. low) and education (graduate vs. undergraduate), is an example of how instructors might gather such information on their students.

The subjects for Mokhtari and Sheorey's study were 158 international students enrolled in ESL classes at a large university in the midwestern United States. Ninety-five of the participants were undergraduates enrolled in a freshman ESL course, while sixty-three were graduates enrolled in a special ESL course designed to meet their specific writing and research-related needs.

Subjects completed a reading habits survey, which was divided into eight sections: (1) General Information; (2) Academic Reading; (3) Reading Volume—Academic; (4) Non-academic Reading; (5) Reading Volume—Non-academic; (6) Reading Ability; (7) Reading Weaknesses; and (8) Reading Improvement. Specifically, the reading habits survey elicited information about several aspects of their reading behavior patterns, including the type of materials read, the amount of time devoted to each type of reading, perceptions of their own reading ability, self-perceived weaknesses, and needed improvements in reading.

Results from the portion of the survey which asked students about the types of materials they read (academic and non-academic) indicated that ESL students with high English proficiency levels read academic materials more than did those with lower proficiency levels. Results also revealed that graduate students read a greater and wider variety of academic reading materials than did undergraduate students. In contrast, undergraduate students reported reading more non-academic reading materials than did graduate students.

Students were also asked to report on the amount of time spent per week reading academic and non-academic materials. Results in this section indicated that students with higher English proficiency levels spent considerably more time reading for study than did those with lower proficiency. As expected, graduate ESL students spent more time on average reading for study than did their undergraduate counterparts. No significant differences were found between high and low proficiency groups or graduate and undergraduate students for the time spent reading non-academic reading materials.

In the section where students were asked to rate themselves as readers in English and their respective native language, Mokhtari and Sheorey found that both high and low score subjects perceived themselves as more proficient readers in their native language than English. Graduate students also rated themselves to be better readers in their native language than did their undergraduate counterparts.

In the next section, where students were asked to identify their reading weaknesses, Mokhtari and Sheorey found that low English proficiency students thought a lack of adequate vocabulary was one of the main weaknesses in their reading skill, while graduate students thought a lack of adequate reading speed was a weakness in their ability to read efficiently in English.

Finally, Mokhtari and Sheorey had students comment on needed improvements in reading. Participants listed reading materials, which in their opinion, they needed to read more efficiently. These included items such as textbooks, journal articles, research papers, newspapers, and other non-academic materials. In addition, all students expressed that they would like to improve their reading skills.

Overall, the results of this study revealed that many of the mean scores obtained differed significantly, indicating that the subjects' educational level and English proficiency were strongly related to their reading behavior patterns.

Although not surprising, the data also revealed that students spend more time on academic reading than any other type of reading in college. Concerned that ESL students did not allot time for reading for pleasure in English, Mokhtari and Sheorey cited Krashen's suggestion that extensive free voluntary reading has a significant impact on second language reading (Krashen, 1993).

In explaining their finding that the higher the proficiency level of the subjects, the more favourable rating of themselves as readers, Mokhtari and Sheorey refer to conclusions reached by Smith (1990a; 1990b). The latter found in his studies with native speakers of English that adults who have a positive attitude toward reading tend to spend more time reading and read a wider variety of materials than adults who have a negative attitude toward reading. Mokhtari and Sheorey also agree with Smith's assertion that reading appears to be an activity in which there is a strong attitude-behaviour connection (Smith, 1990, p. 120).

In terms of instructional implications, the researchers' findings demonstrate the need to emphasize reading skill improvement in foreign language courses in order to assist students with the reading and learning demands of post secondary education. Inasmuch as students reported that they do not have time for extracurricular foreign language reading, Mokhtari and Sheorey's study suggests that the onus is on educators to provide students with more varied experiences in reading exclusively in the foreign language.

II.4 Extensive reading

One specific way to ensure that students have access to a variety of texts in the target language is by incorporating an extensive reading component into second language reading curriculum design. Nuttall, a leading proponent of this method, argues that "getting students to read extensively is the easiest and most effective way of improving their reading skills" and "it is much easier to teach people to read better if they are learning in a favourable climate, where reading is valued not only as an educational tool, but as a source of enjoyment" (Nuttall, 1996, p. 127). Essentially, the underlying principle of this approach to reading is Frank Smith's assertion that "we learn to read by reading" (Smith, 1985).

From a theoretical viewpoint[5], Nuttall believes that exposing students to texts they enjoy reading removes them from the "vicious circle of the weak reader" and situates them in the "virtuous circle of the good reader", where cyclical, causal links exist between understanding, speed, quantity, and enjoyment of reading (Nuttall, p. 127).

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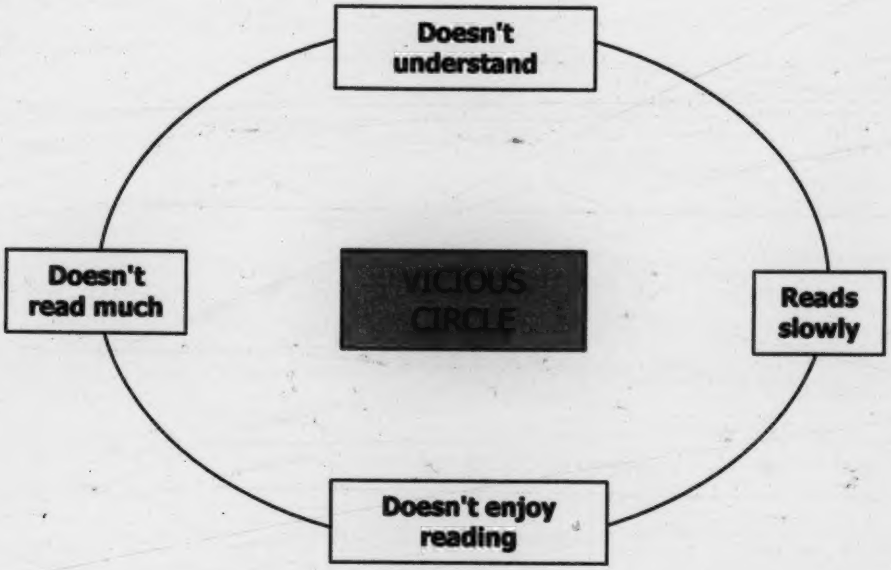
[5] Unfortunately, Nuttall does not frame her reading model within the context of relevant empirical evidence. However, at the end of the chapter, she does provide the reader with a list of studies that positively support extensive reading in language learning.

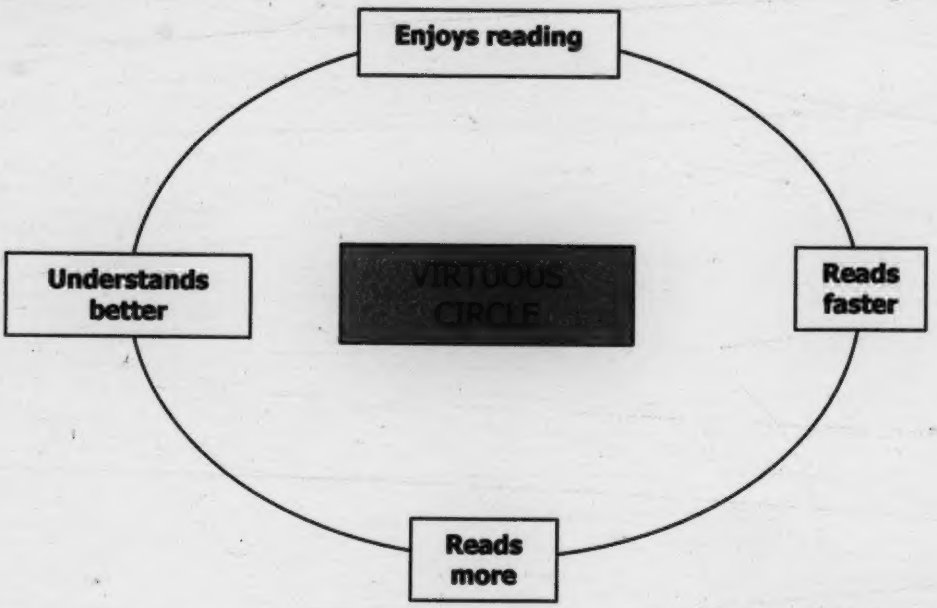
Based on the circle of the good reader, it is assumed that students reading for pleasure or enjoyment will be more inclined to read extensively, which ultimately facilitates comprehension and incidental vocabulary acquisition. The vicious and virtuous cycles are depicted in Figures 2.1 and 2.2, below.

Figure 2.1


Doesn't understand
Reads slowly
Doesn't enjoy reading
Doesn't read much
VICIOUS CIRCLE

(Nuttall, 1996, p. 127)

Figure 2.2



(Nuttall, 1996, p. 127)

In her explanation of the above models, Nuttall discusses how, on a practical level, instructors may implement extensive reading methodologies into the classroom in order to design a successful reading program. Unfortunately, her primary recommendations for curricular design (cf. Nuttall, 1996, pp. 127-148) are aimed at the elementary school level and are not entirely useful for university students and instructors. Nonetheless, she maintains that her extensive reading model can be applied to any group as long as instructors assess their teaching circumstances accordingly. She prompts instructors to consider issues, such as: What sort of students are you teaching? What is their real level of competence in the target language? Why do they want or need to read it? What would be an ideal programme for them? (Nuttall, 1996, p. 125).

Krashen, another leading proponent of extensive reading, suggests implementing "Free Voluntary Reading" (FVR) into the reading curriculum to compensate for time constraints found in the average classroom (Krashen, 1993). As described by Walker (1997), Krashen's FVR technique allows students to select what they want to read, approach whole texts, read as often, wherever, and for however long they want, and does not 'test' them on their comprehension (Walker, 1997, p. 125). Using this method in her research on an extensive reading project for the University of Exeter English Language Centre, Walker predicted that students would improve their reading fluency and language skills over the course of one academic year. Her results indicated that the amount of reading done positively affected test scores and that students reacted favorably to the project (Walker, 1997, p. 121). In her analysis, she also found that students who normally lack confidence and enthusiasm to read in English progressed positively and made an effort to read (Walker, 1997, p. 141).

In addition to the above definitions of extensive reading, Coady (1997) stresses that in this approach to reading there will be

> "less emphasis on length of text, sentence length, or vocabulary/new word density and more emphasis on reader interest, theme of text, match between reader's background knowledge and the text, and the linguistic/cultural authenticity of the text" (Coady, 1997, p. 233).

Despite his enthusiasm for incorporating free voluntary reading and extensive reading into the language-learning curriculum, Coady cautions that second language research which positively supports Krashen's and Nuttall's claims is still very limited (Coady, p. 226). However, there are a few empirical studies that investigate whether reading for pleasure or enjoyment motivates students to read more extensively and that this facilitates comprehension and incidental vocabulary acquisition. These are reported below. For this reason, I do accept Krashen's and Nuttall's theoretical constructs as potentially fruitful.

II.4.1 Robb and Susser study

Robb and Susser (1989) conducted a study that investigated whether extensive reading in a foreign language without direct instruction can improve students' reading ability. Reading comprehension improvement was compared between two groups of Japanese university-level learners of English (N=125) who were randomly divided into classes taught by either a skills-based or extensive reading procedure.

The skills group read assigned texts from a 269-page reading skills textbook containing a total of 24 passages that averaged between 2-4 pages in length. Students in this group read these passages individually in class (1-2 per day) and completed follow-up exercises designed to teach efficient reading skills. Unfortunately, Robb and Susser do not clarify which reading skills were taught by the skills-building procedure, so it is impossible to know in detail how "direct" instruction differed from "indirect" instruction in the extensive reading procedure outlined below.

In their account of the extensive reading group's activity, Robb and Susser clearly indicate that students had read a considerably greater amount in comparison to the skills group. First, students in this class were required to read texts from the SRA[6] reading laboratory kit. Students selected what they wanted to read and worked independently at their own pace for most of their class time. Once a reading selection was completed, students answered "Power Builder" and "Rate Builder" questions[7], checked their answers, and recorded their scores on individual progress cards. In addition to these procedures, the extensive reading students were required to read a minimum of 500 pages independently at home and write short summaries of the material read.

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[6] Robb and Susser do not expand the SRA acronym for the reader in their description of research methodology. Furthermore, they do not explain the type of reading materials included in this reading kit. According to Coady (1997), SRA (Science and Research Associates) reading laboratory kits are popular boxes of simplified reading materials and specially adapted pedagogical materials (Coady 1997, p. 231). Although these texts are not authentic in nature (most proponents of extensive reading programs advocate use of authentic, unaltered texts) and are followed-up with reading exercises, Robb and Susser argue that they adhered to extensive reading methods. They also indicate a preference for SRA materials because they offered a structured classroom approach as opposed to simply letting the students read with no direction for an entire class period.

[7] Not further defined.

Results of Multiple Skills Series Midway Placement pre- and post-tests were compared and interpreted. Robb and Susser confirmed their hypotheses that (1) the extensive procedure would be equal or superior to the skills group in areas where skills were directly taught to the skills group and (2) the extensive group would be faster readers. Overall, their analysis suggested that extensive reading may be at least as effective as skill-building, with the important advantage that it is more interesting for the learners (Robb and Susser, 1989, p. 239). Important for the purposes of this paper is the authors' conclusion that:

> [...] the extensive reading procedure is an effective and pleasurable way for students to learn to read English as a foreign language as an alternative to translation or skills courses in which students are not free to choose reading material that interests them, and which are frequently boring for both students and teachers (Robb and Susser, 1989, p. 248).

Mirroring Nuttall's virtuous circle of the good reader, Robb and Susser also determine that by reading what they choose and (more or less) enjoying their homework, students' motivation to learn will increase, which will in turn benefit their eventual acquisition of the target language (Robb and Susser, 1989, p. 248).

II.4.2 Grabe and Stoller study

Whereas Robb and Susser compared groups of second language learners taught by two different reading methodologies (direct instruction and assigned readings versus indirect instruction and extensive reading), Grabe and Stoller (1997) conducted a case

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study focused on a mature, self-directed second language learner who documented his extensive reading experiences and reflections while living in the target language culture. In their longitudinal case study based on the theoretical construct that many exposures of differing intensities would gradually lead to a large recognition of vocabulary (Grabe & Stoller, 1997, p. 102), the authors sought evidence for the extent to which extensive reading practice without formal instruction would promote development.

In justifying their research methodology, Grabe and Stoller explain that the insights of their research cannot easily be explored experimentally (Grabe & Stoller, 1997, p. 98). As in many case studies, the researchers draw on several data sources, including daily reading routines, journal entries, and the results of formal evaluation procedures. Subsequently, Grabe and Stoller make observations on reading development, vocabulary acquisition, comprehension processing, and overall language acquisition.

The subject of this study was co-author William Grabe, who was informally referred to as Bill in the description of the research. He spent 5 months in Brazil in 1990 from March to August lecturing university classes in English at Pontificia Universidade Catolica do Rio de Janeiro (PUC-Rio). During this time, he took advantage of available resources in order to learn to read in Portuguese. Concurrent with his self-directed approach to learning to read, Grabe participated intermittently in a 5-week intensive Portuguese course, which introduced him to basic grammatical structures.

Grabe's primary reading focus was a major daily Brazilian newspaper, *Journal do Brasil*. Specifically, his daily routine involved reading the first page of the newspaper; selecting the most interesting articles; underlining unknown words; looking up the underlined words in a dictionary (with a limit of 40 words per day); rereading articles for comprehension; and reading the rest of the newspaper without looking up words. In addition to reading the newspaper, Grabe listened to TV news, watched a popular drama series and read Portuguese comic books, textbooks, and magazines. Grabe also expressed an interest in reading newspaper editorials and simplified short stories and novels, but he found that these text types proved to be too difficult to read in Portuguese. Over the course of the study, Grabe also supplemented his Portuguese reading with texts from an English-language newspaper and a newsmagazine.

Three main sources of data were evaluated in this study, including (1) front pages of the newspaper and vocabulary lists; (2) journal entries; and (3) scores from tests specifically developed for this study by faculty members at PUC-Rio. Test measures included a vocabulary test, comprehension test (translation from Portuguese to English), listening test, and a cloze test.

In their analysis of 899 words looked up by Grabe in the first five weeks of his daily reading routine, the researchers found that the majority of these words were nouns and verbs followed (in descending order) by adjectives, adverbs and prepositions (Grabe & Stoller, p. 116).

Results of Grabe's journal also proved to be quite revealing, but for the purposes of this paper, are too numerous and detailed to report here. His insights fell into two categories, those that comment on learning new vocabulary and those that reflect on improvement of reading comprehension (Grabe & Stoller, p. 111).

Results of the vocabulary, comprehension and listening test measures all showed a marked increase in vocabulary acquisition and reading improvement (for a detailed listing of scores, see Grabe & Stoller, pp. 106-109). Scores on the cloze tests showed no increase throughout the duration of the study. Like Peretz and Shoham (1990), Grabe and Stoller observe that their test measure was not an accurate indication of reading comprehension. They posit that the cloze test used in this study may in fact represent a measure of production skills rather than reading comprehension. Inasmuch as Grabe did not actively concentrate on improving his ability to "produce" Portuguese, i.e. speak and write, the authors suggest that this may account for his apparent lack of progress in these skills.

In addition to the above observations, Grabe and Stoller note that genre exposure is a critical factor in reading. They base this observation on Grabe's reported difficulties understanding vocabulary found in Portuguese editorials, short stories, and novels. The researchers believe that this apparent gap in vocabulary can be explained by stylistic differences in genre and by the fact that "large sets of vocabulary that might be introduced through the reading of fiction and/or in formal instruction were missing from Bill's [newspaper] reading recognition vocabulary" (Grabe & Stoller, 1997, p. 114).

Nonetheless, Grabe and Stoller maintain that the news genre in this extensive reading project was well suited to Bill's specific learning needs and interests. In support of their argument, they enumerate the advantages of using newspaper articles as a primary text genre. First, news articles allowed Grabe to be informed of Brazilian and international news on a daily basis. Second, the stories usually continued over a number of days, recycling vocabulary and allowing him to call upon a knowledge frame established previously. Third, newspaper stories were often reinforced by nightly TV news programs. Fourth, front-page articles were short and fairly easy to comprehend. Fifth, Grabe was able to follow American and Brazilian sports-related topics that were of particular interest to him. Finally, Grabe was able to make use of background information that he accessed in corresponding English-language news articles (Grabe & Stoller, 1997, p. 101).

Grabe and Stoller's observations that the genre of reading materials can have a major influence on reading performance, and that one should not assume that reading extensively in one genre will prepare students for reading well in other genres (Grabe & Stoller, p. 113), are also supported in L1 reading research. Smith's (1995) study designed to investigate adults' L1 reading practices and the association of these behaviours to literacy (i.e., reading) skills illustrated that reading varied or multiple print contexts is strongly associated with superior literacy abilities (Smith, p. 215). Specifically, Smith found that "adults who read four or more contents [reading materials, such as newspapers, books, magazines, work documents, etc.] evidence superior literacy skills than do those who read three contents. Those reading three contents outperform those adults reading two, who in turn, outperform those who only read a single content" (Smith, p. 216). With these findings, Smith reinforces the importance of exposing students to a variety of reading materials in order to promote a high level of literacy.

Similarly, L2 researchers believe that an important goal in L2 reading should be to broaden students' exposure to reading materials (Coady, 1997; Krashen, 1993; Nuttall, 1996; Swaffar, Arens & Byrnes Walker, 1991). This point is particularly relevant to the goals of my study, because survey results will reveal whether or not students have had access to varied print contexts in Ukrainian. If students do lack this exposure, teachers and curriculum planners alike will be alerted to this reading gap and will be able to redesign reading programs accordingly.

Overall, results of Grabe's second language learning experience strongly suggest that reading and vocabulary abilities will develop as a result of extensive reading practice. Results also positively support Smith's (1985) assertion that "we learn to read by reading." Despite this, however, the researchers remind us that these conclusions are tentative and not quantifiable since this study centers on a single, highly motivated language learner. The researchers also suggest that Grabe's extensive reading success may be explained by the fact that Portuguese is "not-too-dissimilar" in comparison to at least two of the Romance languages he studied previously (French and Spanish), as well as his native language, English. They postulate that learning to read a language with marked differences in orthography, syntax, stylistics, etc., would lead to a different outcome (Grabe & Stoller, 1997, p. 113). Undoubtedly, this issue of orthographic and stylistic contrast is of particular concern for English-language students learning to read Ukrainian as a second language. Ultimately, Ukrainian language studies might benefit from future research that investigates whether these factors act as inhibitors to reading success.

Results of this study also clearly emphasize the need for a high level of intrinsic motivation in order to achieve reading success in a second language. Following this same logic, Coady (1997) maintains that the text-interest principle is fundamental to the extensive reading approach and must be followed for the method to succeed (Coady, 1997, p. 235).

Likewise, researchers such as Hulstijn, Hollander and Greidanus (1996) and Day, Omura, and Hiramatsu (1991) point to the importance of an interest component in extensive reading methods. For example, Hulstijn, Hollander and Greidanus's (1996) study on incidental vocabulary acquisition supported the hypothesis that incidental vocabulary learning does occur during reading, and that it has the potential of contributing substantially to an incremental process of vocabulary acquisition (Hulstijn, Hollander & Greidanus, 1996, p. 337). Relevant for the purposes of this study, they posit that vocabulary through reading can be fostered in various ways, recommending first and foremost that teachers and material developers assign learners reading texts that are interesting and motivating. They also maintain that if the text does not elicit curiosity, learners will not be willing to devote the required mental effort to comprehend unfamiliar words (Hulstijn, Hollander & Greidanus, p. 337).

Similarly, Day, Omura, and Hiramatsu (1991) found evidence for the effects of incidental vocabulary acquisition. In particular, they questioned whether Japanese EFL students could learn vocabulary incidentally while reading silently for entertainment in the classroom. Their findings demonstrate that exposure to previously unknown or difficult words through sustained silent reading for entertainment has a positive effect on the learners' ability to recognize these words on a vocabulary test (Day, Omura & Hiramatsu, 1991, p. 545). Although this study did not investigate long-term receptive knowledge, the researchers indicate that an extensive reading program would give students the opportunity to encounter unknown vocabulary words repeatedly in a variety of contexts. They conclude that future research in this area might benefit from a longitudinal study on the effects of vocabulary learning on extensive reading by foreign and second language learners (Day, Omura & Hiramatsu, p. 546).

II.5 Conclusion

The research discussed in this chapter provided me with an overall framework to guide my study and the analysis of reading habits associated with Ukrainian language learners at the high school level. The fact that no studies have specifically dealt with the reading habits and interests of English speakers learning Ukrainian motivated me to conduct the present study. I now turn to Chapter 3 for a discussion of the research design underlying my investigation.

Chapter III

METHODOLOGY

III.1 Overview

This chapter discusses the methodology I have used to investigate topic interest and reading preferences among high school students learning Ukrainian at various levels. I will begin with a brief report on the combined benefits of qualitative and quantitative methodology. Then I will discuss the participants and the procedure for their selection, the survey instrument, the data collection procedures, coding procedures, and the outline for data analysis. Since this is a relatively new field of research in Ukrainian language studies, my project can be best defined as exploratory. For this reason, the present chapter will also address some of its limitations, as I perceive them with the benefit of hindsight, and describe the complications that I encountered while conducting my investigation.

III.2 Issues in methodology

Inasmuch as my objective was to assess the varied reading preferences and practices of adolescent Ukrainian second language learners across different contexts—school, family, leisure, and community—I had to determine the best method for data collection. Marshall and Rossman (1995) maintain that the general logic of survey research gives a distinctive style to the research process and that the information needed determines the type of survey instrument (p. 96). Patton (1990) contrasts qualitative and quantitative methodologies and emphasizes the advantages of each approach:

> *Qualitative methods* permit the evaluator to study selected issues in depth and detail. Approaching fieldwork without being constrained by predetermined categories of analysis contributes to the depth, openness, and detail of qualitative inquiry. *Quantitative methods* on the other hand,

> require the use of standardized measures so that the varying perspectives and experiences of people can be fit into a limited number of predetermined response categories to which numbers are assigned (pp. 13-14, italics mine).

Given that students' attitudes and beliefs provide "meaning at a very personal level of experience" (Patton, 1990, p. 14), this type of nuanced information is best collected using a qualitative approach[8]. Indeed, this method yielded descriptive data and deepened my understanding of individual variation within the sample population. Nonetheless, I also employed quantitative methods[9] that facilitated comparison and statistical aggregation of the data. I decided that the combination of qualitative and quantitative methods would reveal a comprehensive representation of students' views on reading in Ukrainian.

It is worth noting that when administering questionnaires, regardless of data collection method (qualitative or quantitative), student responses might not reflect actual behavior. Marshall and Rossman (1995) caution that researchers make one critical assumption, namely that the characteristic or belief can be described or measured accurately through self-report. They also warn that—when using questionnaires—researchers are totally dependent on the honesty and accuracy of participants' responses (pp. 95-96). Although research validity may in fact be skewed by survey techniques, I maintain that, for the purposes of the present study, this method was the most effective way of gathering required information. Alternate techniques, such as classroom observation and one-on-one interviews, while valid means of collecting varied and unique student responses, are time-consuming and somewhat intrusive. Questionnaires, on the other hand, are easily administered and offer respondents an avenue for anonymous expression of opinions and beliefs.

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[8] **Qualitative Data:** Data which are recorded in non-numerical form, such as the transcripts of classroom interactions (Nunan, 1992, p. 231).

[9] **Quantitative data:** Data which are recorded in numerical form (Nunan, 1992, p. 231).

III.3 Participants

The population from which the sample for this study was drawn consists of Ukrainian language learners between 15 and 18 years of age at three Edmonton and Edmonton-area high schools. I selected this group of students because of their potential enrollment as intermediate language learners at the University of Alberta. Overall, a total of 60 students (36 males; 24 females) from two different programs (Ukrainian Bilingual and Ukrainian as a Second Language[10]) at three different course levels (10, 20, and 30) participated in the study. Inasmuch as this study did not seek to directly examine the relationship between reading practices and general literacy proficiencies, I did not test the participants' second language proficiency. Grade levels (Ukrainian classes) in which the participants were enrolled at the time of the study were considered to be an accurate reflection of the students' second language ability (see Carrell and Wise, 1998). Thus, the sample was divided in the following manner: (1) High School A (Ukrainian Bilingual Program): Ukrainian Language Arts 20, sixteen students (nine males and seven females) and Ukrainian Language Arts 30, thirteen students (nine males and four females); (2) High School B (Ukrainian Bilingual Program): Ukrainian Language Arts 10, four students (one male and three females) and Ukrainian Language Arts 20, thirteen students (nine males and four females); and (3) High School C (Ukrainian as a Second Language): Ukrainian 20, four students (three males and one female) and Ukrainian 30, ten students (five males and five females). This information appears in Table 3.1.

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[10] **Ukrainian Bilingual Programme:** The Ukrainian Bilingual Programme has been in operation in Alberta since 1974 and is currently celebrating its 25th anniversary. Ukrainian Language Arts courses 10, 20, and 30 (grades 10-12) are taught in this programme at the high school level and serve as a natural progression from the elementary (Kindergarten–grade 6) and junior high (grades 7–9) Ukrainian Bilingual Programmes. Overall, the Bilingual Programme is intended to provide students with an intensive learning experience. Instruction is delivered using the target language in other areas of the curriculum such as art, music, and social studies (Sokolowski, 1997).

Ukrainian as a Second Language: Ukrainian as a Second Language 10, 20, 30 (grades 10-12) courses have been offered in Alberta since the mid-1950s (Sokolowski, 1995). This program differs from the former in that it is intended for students without a previous knowledge of Ukrainian. Moreover, supplementary courses are not offered in the target language.

High School Options: Students with credit in Ukrainian at the elementary and junior high levels who wish to continue their studies at the high school level in the Ukrainian Bilingual Programme have two options. They may attend Austin O'Brien High School located in southeast Edmonton or Archbishop Jordan High School in Sherwood Park. Because these schools are not centrally located, distance often deters students from continuing in this program.

Students with credit in Ukrainian at the elementary and junior high levels have a third option available to them. They may register in Ukrainian as a Second Language classes in at least three north-Edmonton high schools: Archbishop O'Leary; M.E. Lazerte; and East Glen. Since this program is intended for novice-language learners, it is not uncommon for teachers of Ukrainian as a Second Language 10, 20, and 30 at these schools to encourage students with a previous experience in the language to enroll in higher levels—Ukrainian 20 or 30. Whenever feasible, two streams of Ukrainian 10, 20, 30 courses may exist—one for beginners and another for those students with previous knowledge in Ukrainian. This method of streamlining students often results in split classes in order to address the problem of low enrollments.

Table 3.1 *Distribution of Participants by Grade Level, Gender and High School*

Grade level	High School A (Ukrainian Bilingual)		High School B (Ukrainian Bilingual)		High School C (Ukrainian as a Second Language)	
	Males	**Females**	**Males**	**Females**	**Males**	**Females**
UKR 10 n=4	N/A	N/A	1	3	N/A	N/A
UKR 20 n=33	9	7	9	4	3	1
UKR 30 n=23	9	4	N/A	N/A	5	5
Total n=60	18	11	10	7	8	6

All subjects, with the exception of one who is a native Ukrainian, have studied Ukrainian at the elementary, junior high and high school levels. All 60 students have studied at least *three* languages: fifty-nine (98.3%) have studied English, Ukrainian and French, whereas one student (1.6%) has studied English, Ukrainian and Russian. Student reports also revealed that thirteen (21.7%) students have studied a fourth language. Information relating to third and fourth language study was compiled from Question 5 of the Student Questionnaire (see Appendices G & H) and is reported below in Table 3.2.

Table 3.2 *Languages Studied Other than English and Ukrainian*

Language	**N=60**	**% (/100)**
French (as a third language)	46	76.6
French and Other Slavic Languages (Polish, Slovak, Czech and Russian)	5	8.3
French and Mandarin	4	6.7
French, Serbo-Croatian and German	2	3.3
French and Spanish	2	3.3
Russian (as a third language)	1	1.7

Student responses to Question 8 of the survey "*What are your reasons for studying Ukrainian*?" (see Appendix G) also contribute to the profile of the sample population. Of the sixty students, forty-five (75%) reported that they study Ukrainian because their parents want them to; forty-three (71.7%) believed that it would enhance employment opportunities; forty-one (68.3%) noted that they enjoy studying Ukrainian; thirty-nine (65%) study the language for high school credit; thirty-two (53.3%) enrolled in Ukrainian to satisfy a post-secondary entrance requirement; twenty-five (41.7%) want to be able to converse with their grandparents in Ukrainian; eighteen (30%) want to travel to Ukraine; and fifteen (25%) indicated that they study Ukrainian for other reasons. Of the fifteen written responses listed under "*Other*," ten refer to heritage and/or culture as a reason for studying Ukrainian. Typical explanations are as follows: "*I have a Ukrainian background*" or "*Because I'm Ukrainian and I like to know what my culture is about, and* *why we do the things we do*" or "*To keep in touch with my heritage.*" Students also referred to completion of the Ukrainian program, i.e., *"I want to finish what I started"* or *"To complete 14 years of Ukrainian class"* (for a complete listing of all fifteen responses, please see Appendix H).

III.4 Student questionnaire

The questionnaire consists of close-ended questions[11] with structured response categories and open-ended questions[12] intended for student self-report. Together, these queries elicit the following information: (1) students' language learning background; (2) reading interests in English and Ukrainian; (3) positive and negative reading experiences in Ukrainian at the high school level; and (4) expectations of a Ukrainian reading program at the university (To view the questionnaire, see Appendix G.)

III.5 Data collection procedures

Once the Human Ethics Committee (Department of Linguistics) and the Cooperative Activities Program (Faculty of Education) at the University of Alberta (see Appendices A and B for letters of approval) granted permission to carry out this study, I contacted respective school boards and trustees and obtained approval to consult with principals at select schools. Individual principals were contacted by telephone and sent invitation letters, which outlined the research aims of this study (see Appendix C). Subsequently, designated teachers were consulted and invited to participate in the study (see Appendix D). Upon their consent, permission slips were sent to parents and guardians of the students (see Appendix E). Students who volunteered to participate in the study submitted permission slips and signed a waiver release form (see Appendices E and F, respectively). Because of various limitations and restrictions, which I have explained in Chapter 1, only three (previously referred to as High Schools A, B, and C) of the seven chosen schools participated in this study.

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[11] **Close-ended Questions:** Respondents are asked a question and provided with a list of answers from which they can make a selection, much like a multiple-choice exam. Only a limited set of possible answers is offered as response categories (Gray and Guppy, 1992, p. 81).

[12] **Open-ended Questions:** The respondent is allowed to provide the wording of the response. Respondents choose how to answer in their own words, which is a process analogous to short-answer questions on exams. These types of responses can range from a single-word response to a more lengthy statement (Gray and Guppy, 1992, p. 81).

Approximately one week before the administration of the questionnaires, teachers explained the nature of the research project to all students. It was stated in the waiver release form that (1) participation was strictly voluntary, (2) anonymity was guaranteed, and (3) withdrawal from the study was permissible at any point without penalty. Students at all three schools willingly agreed to be part of the study. Missing from the volunteer base are those students who were absent on the day questionnaires were administered at each of the schools.

I had at first intended to schedule meetings with all of the classes involved in order to introduce myself, explain my general research aims, distribute the permission forms to the students, and administer the questionnaire. However, it was possible to meet with only the Ukrainian 30 class in High School A and the split Ukrainian 20/30 class in High School C. Questionnaires for the Ukrainian 20 class at High School A and High School B were administered by the student-teacher and teacher of these classes, respectively.[13] Before administering the questionnaire, the teachers described the nature of the research project and guaranteed the anonymity of the volunteers. Overall, time limits were not given, but no student took more than thirty minutes to complete the questionnaire.

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[13] It was not feasible for me to administer the questionnaire to all classes for the following reasons. Because of a scheduling misunderstanding I was not present during the data collection for the Ukrainian 20 class at High School A. In addition, the teacher at High School B felt that my visit with the students would interfere with their studies. In order to address the concerns of the teachers and to ensure minimal interference with regular class work, I found it necessary to maintain a flexible approach to data collection. Therefore, teachers were permitted to administer the questionnaires to these two groups. I have not been able to determine whether this factor undermined in any way research validity.

III.6 Coding procedures

This section describes the procedure used to transfer close-ended and open-ended responses into a computerized data file for subsequent statistical analysis with a standard statistical program. The methodology used to code results was adapted from Gray and Guppy (1994), who suggest assigning codes (numeric values) to represent different responses.

My first step in the data analysis process was to assign each student questionnaire an identification number that would distinguish it from other questionnaires. Numbered one through sixty, questionnaires were subdivided according to high school and grade level as follows: High School A — Ukrainian 20 (1-16) and Ukrainian 30 (17-29); High School B — Ukrainian 10 (30-33) and Ukrainian 20 (34-46); and High School C — Ukrainian 20 (47-50) and Ukrainian 30 (51-60).

Then I designed a codebook, which is a set of written instructions explaining what number represents the different responses for each close-ended question. For example, if the respondent answered "male" to Question 1 of the survey, then his response would be assigned a numeric value of "1." If the respondent was "female," then her response would be "2." In cases where students did not provide an answer, a code value of "99" was consistently assigned to signal missing information. A sample of the codebook format is presented in Figure 3.1 below.

Figure 3.1 *Codebook Sample for Questions 1-4*

Quest. No.	Variable Name	Variable Label	Value Label	Value	Column	Field Width
	Questionnaires	Total No. of Questionnaires/ Respondents	Respondent 01 ... Respondent 60	01 ... 60	A	2
SECTION A **Language Learner Background**						
1	Sex	Sex of Respondent	Male Female	1 2	B	1
2	Age	Age of Respondent	14 yrs. 15 yrs. 16 yrs. 17 yrs. 18 yrs.	14 15 16 17 18	C	2
3	Education	Previous Ukrainian Language Education	Elementary Junior High High School All	1 2 3 4	D	1
4	Grade	Ukrainian Language Arts Level	10 20 30	10 20 30	E	2

I coded all close-ended questions independently. Pre-determined, categorized responses were given numeric values and transferred to the computer using the Microsoft Excel spreadsheet program. Once collated, coded responses to each question formed a data-line for each individual respondent. The following is an example of a data-line for responses provided by Respondent #1 for Questions 1-4 of the survey "1, 17, 99, 10,...". In plain language, this informs the codifier that Respondent #1 is male (1); seventeen years old (17); did not respond to Question 3 (99); and has credit in Ukrainian 10 (10).

Once all data-lines were completed, I met regularly with a research assistant at the Centre for Research in Applied Measurement and Evaluation (CRAME) at the University of Alberta for a period of approximately one month to discuss difficulties in coding, error-checking procedures, and the statistical analysis of raw data. Questions and discrepancies were resolved through discussion.

In contrast to the quantitative analysis described above, Marshall and Rossman (1995) explain that qualitative data analysis entails *data reduction* [italics in original] as the reams of collected data are brought into manageable chunks, and *interpretation* [italics in original] as the researcher brings meaning and insight to the words and acts of the participants in the study. To achieve this goal, my immediate task in this study was to transcribe the students' comments verbatim into a database for subsequent evaluation. The ensuing challenge entailed synthesizing the qualitative data yielded from the open-ended questions in such a way as to reveal possible patterns and trends without distorting or misrepresenting the data. Nunan (1992) recommends "key word analysis," which involves constructing a series of analytical categories from the statements themselves.

Close review and evaluation of student responses to open-ended questions in this study indeed revealed "salient themes, recurring ideas on language, and patterns of belief" (Marshall and Rossman, 1995, p. 114). Patton (1990) acknowledges that salient categories emerge from the data and suggests that the researcher construct "indigenous typologies" (p. 306) or "analyst-constructed typologies" (pp. 393-400) to reflect a classification scheme used by the people in the setting under study. Patton (1990) defines "indigenous typologies" as those created and expressed by participants and generated through analyses of the local language. He defines "analyst-constructed typologies" as those created by the researcher as reflecting distinct categories but not generative of separate language categories. In this case, the researcher applies a typology to naturally occurring variations in observations. This process entails uncovering patterns, themes, and categories, and may well be subject to the "legitimate charge of imposing a world of meaning on the participants that better reflects the observer's world than the world under study" (p. 398).

I considered the recommendations of the above-mentioned authors in my categorical analysis of the varied plethora of participants' commentary and accordingly classified open-ended responses into "indigenous" and "analyst-constructed" response categories. I then assigned corresponding codes to named categories, which I entered into a computerized data file for subsequent analysis. Given the diverse and overwhelming nature of self-reported data (see Appendix H), statistical analysis of responses was limited, in order to retain peculiarities inherent in free-style expression of thought. For this reason, in my discussion of results I will explore and interpret only a select group of relevant questions.

III.7 Data analysis

After all coding was completed, the research assistant at CRAME transferred the numerical data set from the Excel spreadsheet program to the Statistical Program for the Social Sciences (SPSS) and subjected it to statistical analysis. Chi-square (χ^2) tests[14], cross-tabulations and *t*-tests[15] were performed; however, with an alpha level of $p < 0.05$, reading preference as a function of gender, grade level, and language program was not statistically significant. The CRAME researcher believed that statistical validity was reduced because of the small sample size (n=60). This number required a minimum of five subjects per independent variable, a condition not realized. In order to compensate for statistically insignificant findings, the CRAME researcher recommended that descriptive results, summarized for all respondents, be displayed in frequency table[16] format. In the next chapter I will present and discuss these findings in more detail.

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[14] **Chi-square** (χ^2)**:** A statistical procedure for comparing the frequencies of two or more samples (Nunan, 1992, p. 229).

[15] ***T*-test:** A statistical procedure for testing the difference between two or more means. It is used for estimating the probability that the means have been drawn from the same or different populations (Nunan, 1992, p. 232).

III.8 Conclusion

I have described the methods used to investigate the research questions I proposed in Chapter 1. In this chapter methodological issues were addressed, the participant sample described, survey instrument defined, and research procedures outlined. Finally, the plan for data analysis was presented. The fourth chapter will present the results of both the quantitative and qualitative analyses of the collected data. This will be followed by a discussion of the results.

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[16] **Frequency table:** A table showing the number of times different scores occur (Nunan, 1992, p. 230).

Chapter IV

PRESENTATION AND DISCUSSION OF RESULTS

IV.1 Overview

The purpose of this study was to investigate the Ukrainian-language reading preferences and interests of sixty Edmonton-area high school students studying Ukrainian as a second language. In this chapter, I will present the data relevant to this study and the results of the analyses used to examine this data[17]. Closed-ended and open-ended results corresponding to each of the first three research questions[18] posed in Chapter 1 will be presented separately, using the research question that directed the analysis as a guide. Subsequently, data will be interpreted and discussed.

IV.2 Research Question 1

Do students coming from Edmonton-area high schools have access to a variety of Ukrainian reading materials? Are their classrooms a "print-rich" environment? If so, do they have the opportunity to choose their own materials?

Questionnaire items 10, 14, 15, 16, 17, 20, 23, 24, and 32 generally concern students' responses with respect to their self-reported access to English- and Ukrainian-language reading materials. Specifically, Question 10 relates to English reading materials, while items 14, 15, 16, 17, 20, 23, 24 and 32 refer to Ukrainian materials only.

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[17] Results of the analysis of quantitative data will be presented in frequency format only. Although quantitative data relating to the effects of gender, language program and grade level (research questions 4, 5, & 6) were subjected to the statistical analyses described in Chapter 3, results were insignificant. Possible explanations for this may be that group sizes were too small and questions were not designed with protocols of statistical analysis in mind. Thus, these results will not be reported here.

[18] Only those questions that directly pertain to the first three research questions posed in Chapter 1 will be reported in this section. Therefore, I have omitted all irrelevant questions from further analysis. This includes questionnaire items 6, 7, 11, 12, 18, 19, 21, 22, 25, 26, 27, 28, 29, and 30.

In the section that follows, I will analyze students' close-ended and open-ended responses to these questions to determine what type of materials students find interesting to read and whether there are similarities and differences in their English and Ukrainian reading preferences. In addition, questionnaire items 17 and 20 will reveal whether students have had an opportunity to choose their own Ukrainian reading materials for pleasure.

IV.2.1 Student reports on enjoyable L1 and L2 reading materials

Item 10 of the questionnaire asked respondents to list three English-language items (novels, short stories, magazine articles, poems, etc.) that they enjoyed reading. Fifty-seven students (34 males; 23 females) responded, but not every student listed three items. Thus, out of 180 possible items, students listed a total of 145 (for a complete, unedited listing of all 145 items, see Appendix H). Table 4.1 shows the top three items (with a three-way tie for third place) arranged in order of frequency.

Table 4.1 *Top Three Items Students Enjoyed Reading in English*

Question 10: **List three items (novels, short stories, magazine articles, poems, etc.) that you have enjoyed reading the most in English. Was this material assigned as coursework (Y/N)?***			
Item	**Occurrences (i.e., no. of individuals mentioning)**		
	Males N=34	**Females N=23**	**Total N=57**
1st *Macbeth*, William Shakespeare	8	5	13
2nd *To Kill a Mockingbird*, Harper Lee	7	5	12
3rd *Romeo and Juliet*, William Shakespeare	2	4	6
3rd *The Hobbit*, J. R. R. Tolkien	6	0	6
3rd *Lord of the Flies*, William Golding	5	1	6

*Students reported that all of the above items were assigned for coursework with the exception of *The Hobbit*. Five out of the six males, who reported this item, indicated that they read it for pleasure.

Although the remaining English-language titles listed by the students vary considerably and, for the most part, each title occurs only once, it is possible to make generalizations based on these data. The majority of the respondents mentioned reading novels, referring to titles such as *Catcher in the Rye*, *The Client*, *1984*, *It*, *Lord of the Rings*, *The Stone Angel*, and *Rainmaker*. A number of students enjoyed reading non-fiction books (e.g., *The Life of Princess Diana*, *A Biography of Michael Jordan*, *Korean Karate* and *Zarathustra's Discourses*). The magazines which were mentioned by name cover topics such as young adult issues (e.g., *YM Magazine*) and Ukrainian-Canadian themes (e.g., *Zdorov!*[19]). Two female students listed poetry (i.e., *No Man is an Island* [apparently by Robert Frost] and *A Night Without Armor: Poems by Jewel*). Only one male student indicated that he enjoyed reading the newspaper, referring to the sports section of the *Edmonton Journal*. Overall, students' English-language reading preferences fell into the following categories: novels (classic, contemporary, historical, courtroom dramas, science fiction, horror, and mystery); plays (classic and contemporary); short stories, poetry, auto/biographies, magazines, martial arts, and philosophy.

In contrast to Question 10, Question 14 of the survey asked respondents to list three Ukrainian-language items (novels, short stories, magazine articles, poems, etc.) that they enjoyed reading. Only forty-two students (23 males; 19 females) responded, and, as in item 10, not every student listed three items. In this case, out of 180 possible responses, students listed a total of eighty-eight items (for a complete, unedited listing of all eighty eight items, see Appendix H). Table 4.2 below shows the top three Ukrainian items arranged in rank order according to how often students listed them.

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[19] The *Zdorov!* magazine is a contemporary English-language magazine devoted to Ukrainian-Canadian issues. It was the only item reported by Student #1, a native Ukrainian studying ESL.

Table 4.2 *Top Three Items Students Enjoyed Reading in Ukrainian*

Question 14: **List three items (novels, short stories, magazine articles, poems, etc.) that you have enjoyed reading the most in Ukrainian. Was this material assigned as coursework (Y/N)?***			
Item	**Occurrences (i.e., no. of individuals mentioning)**		
	Males N=23	**Females N=19**	**Total N=42**
1st *Shalena Nich* [*Wild Night*], Martyn Godfrey**	12	3	15
2nd *Lys Mykyta* [*Fox Mykyta*], Ivan Franko***	8	3	11
3rd *Kotyhoroshko* [*The Tumble Pea*]****	4	3	7

*Students reported that all of the above items were assigned for coursework with the exception of three instances of missing data for *Kotyhoroshko*.
** Martyn Godfrey was an established Albertan author of over thirty-five young adult novels. His work *Wild Night* (1987) was translated into Ukrainian by Yuriy Pokalchuk.
*** Ivan Franko was a talented Galician prosaist, poet and publicist who is associated with the Realist movement in Western Ukraine (1856-1916).
*****Kotyhoroshko* is a "narodna kazka" [folk tale], hence no author.

In addition to students' preference for the Ukrainian titles listed above, a close examination of responses in Question 14 also reveals a marked preference for works by Taras Shevchenko[20]. Had I reported students' preferences in terms of the number of times they cited a particular author and/or his works, Shevchenko clearly would have ranked in first place (no. of occurrences=16). Interestingly, a comparison with the results from Question 10 reveals that references to Shakespeare and his works also would have ranked first (no. of occurrences=19). Being acquainted with the complex language used by both of these authors, I question whether students actually enjoyed reading these texts or if failure to recall any interesting materials forced them to list those materials that they were reading for coursework at the time of this study. It is also possible that students listed these items to please the investigator.[21]

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[20] Taras Shevchenko (1814-61), author of the collection of poems *Kobzar* [*The Minstrel*, 1840] was the preeminent Romantic poet of the nineteenth century. Ukrainians and Ukrainian-Canadians alike hold him in the highest esteem, revering him as the father of modern Ukrainian and a symbol of the Ukrainian national spirit.

[21] These comments are subjective and can neither be denied nor confirmed by responses collected by my questionnaire.

Further analysis of other Ukrainian titles cited by respondents also reveals interesting patterns worth discussing. Whereas the majority of respondents in Question 10 enjoyed reading novels, the majority in Question 14 enjoyed reading short stories (no. of occurences=28). They referred to titles such as *Kozachka [The Cossack Maiden]*, *Svekrukha [The Mother-in-law]*, *Khan i ioho syn [The Khan and His Son]*, *Mria [The Dream] and Novyna [The News]*[22]. It is interesting to note that four of the twenty-eight short story items mentioned were references to Ukrainian translations of O. Henry's[23] stories that characteristically produce a surprise ending (e.g., *Politsyst i muzyka* [*The Policeman and the Music*]).

Besides enjoying short stories, ten students liked reading folk tales such as *Kotyhoroshko* and *Charivnyy penzlyk* [*The Magical Paintbrush*][24]. Three of the nineteen female students who responded to this question indicated that they enjoyed reading the Ukrainian translation of Akutagawa Ryunosuke's (1892-1927) play *Try skarby* [*Three Treasures*]. Students also reported two instances of reading the local Ukrainian- and English-language newspaper *Ukraïns'ki visti* [*Ukrainian News*]. Indicating their preference for longer, more complex items, two male students listed novels (e.g., *Taras Bul'ba*[25], and the Ukrainian translation of *The Hobbit*). A female student also cited the comic strip *Diadechko Skrudzh* [*Uncle Scrooge*][26]. In addition, students made non-specific mention of Ukrainian-language items such as folk tales, the church bulletin, poems, and songs.

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[22] Short story selections mentioned by students in this section appeared in the field-testing 1986 edition of a grade 9 Ukrainian Alberta Learning anthology, an Alberta Learning grade 7 reader, and a collection entitled *Modern Ukrainian Short Stories* edited by George S. Luckyj. Selections in the Alberta Learning anthologies are in Ukrainian. Most have been adapted (simplified and/or shortened) to meet the language level of the students. Selections in the Modern Ukrainian Short Stories anthology appear in parallel Ukrainian-English translation.

[23] O. Henry was the pseudonym of William Sydney Porter (1862-1910).

[24] These two folk tales appeared in one of Alberta Learning's grade 7 Ukrainian readers. The reader is one of four in the Collage 1 Ukrainian Language Development Series. It is called *Nadzvychaini liudy, nadzvychaini podii. Zbirka tekstiv.* [*Deeds and Doers. A Reader.*]

[25] This male student did not indicate whether he read Nikolai Gogol's epic novel describing the Cossack adventures of Taras Bulba in Ukrainian or English translation.

Of particular interest to me was the fact that five students (2 males; 3 females) listed *Tut i tam* [*Here and There*],[27] a beginners' Ukrainian reader, as one of the items they enjoyed reading the most in Ukrainian. In fact, Student #3 reported *Tut i tam* as the only Ukrainian item he enjoyed reading. While it is encouraging to learn that students' first experience reading Ukrainian texts such as *Tut i tam* was a positive one, their responses may also be interpreted negatively. Considering that students are in their final years of study, it is assumed that they have had access to a wide range of materials and that they could possibly cite more recent examples of enjoyable Ukrainian texts. I posit that these references to *Tut i tam* indicate that, for this particular group of students—especially those who left this section blank—a sarcastic attitude toward Ukrainian reading materials predominates. There is some support for this observation based on students' candid comments below:

> — *"Cannot remember any others."*
> — *"Don't remember, but this guy cut off his leg to feed a giant bird."*
> — *"Can't remember names of story nor can I remember the authors.*
> *Most were just translated from English to Ukrainian."*
> — *"Sorry, but I could not recall any that I actually enjoyed."*

Furthermore, a comparison of responses in Question 14 (Ukrainian reading materials) with responses in Question 10 (English reading materials) also reveals students' negative attitude toward Ukrainian reading materials. Overall, the number of students who responded to Question 10 (N=57) was higher than the number that responded to Question 14 (N=42).

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[26] The teacher at High School A indicated to me that a Ukrainian translation of Disney's cartoon/comic version of *Uncle Scrooge* existed and that this material was rendered in the classroom as "readers' theatre," complete with voices and sound effects.

Another interesting pattern emerging from these data is that students were much more lax about the manner in which they responded to Question 14. First, students tended not to cite the authors of the Ukrainian works listed. Second, rather than citing titles of Ukrainian works students tended to make generalizations (songs, poems, etc.). Third, students reported that they enjoyed nearly twice as many English texts as they did Ukrainian texts (compare 145 English items in Question 10 to eighty-eight Ukrainian items in Question 14). As expected, it appears that this group of language learners does not enjoy Ukrainian language texts as much as they do English language texts. Results may also suggest that students did not cite a comparable number of Ukrainian language materials because they have not had extensive exposure to L2 texts.

Question 16 dealt with the amount of time students spend reading Ukrainian in comparison to the amount of time they spend reading English. Findings yielded support for the above indication that students have less extensive exposure to texts in Ukrainian. As expected, one student[28] (1.7%) reported that he read Ukrainian more often than English and fifty-five students (91.7%) reported that they read Ukrainian less often than English. These data are reported in Table 4.3 below.

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[27] *Tut i tam* is the first book in a series of readers intended for use at the elementary grade level. It is comparable to the "*See Jane run*"— type of English reader for beginners.

[28] This response was obtained from Student #1, the native Ukrainian speaker previously mentioned. Inasmuch as statistical methods were not used for data analysis in this chapter, there is no concern over skewing results by including his responses in analysis. Including Student #1 in my analysis enabled me to observe how his responses compared to others. As a general rule, Student #1 tended to score the opposite to his counterparts.

Table 4.3 *Time Spent Reading L2 as Compared to L1*

Question 16: How often do you read Ukrainian?		
	Frequency	**Percent**
More often than English	1	1.7
As often as English	0	0.0
Less often than English	55	91.7
Total	56	93.3
Missing Data	4	6.7
Total	60	100.0

IV.2.2 Students' access to L2 reading materials

In order to further investigate students' access to Ukrainian language materials I asked Ukrainian language learners to report on their extra-curricular reading experiences in Ukrainian. Questionnaire items 15, 23, 24 and 32 address this issue by eliciting information on students' access to Ukrainian materials in a number of contexts—the Internet, home, Ukrainian community organizations, and the library. Data collected from these queries are discussed below.

As noted in Table 4.4 below, responses to Question 15 reveal that only 5 students (8.3%) had explored Ukrainian-language resources on the Internet. Three male students mentioned reading Ukrainian news; one female student indicated that she read dancing and band Web pages; and one male student reported that he read song lyrics from various Ukrainian bands such as "*The Ukrainians*." Since the Internet is widely considered to be an interest-driven tool, it seems reasonable to hypothesize that students' responses here are an accurate representation of their interests. Thus, if one of the goals of a reading program is to encourage students' interests, I suggest that it would be useful for teachers to incorporate a Ukrainian-on the-Internet-for-pleasure reading component into curriculum design, if at all feasible.

Table 4.4 *Number of Students who Read Ukrainian materials on the Internet*

Question 15: **Have you read anything in Ukrainian on the Internet?**		
	Frequency	**Percent**
No	54	90.0
Yes	5	8.3
Total	59	98.3
Missing Data	1	1.7
Total	60	100.0

In addition to reporting on their L2 reading experiences on the Internet, participants were asked in Question 23 to indicate what types of Ukrainian materials family members read to them at home. Once again, only five students responded, specifying items such as letters from family members in Ukraine; letters and newspaper articles of interest; books that a student's grandmother had her family read to her when she was young; school assignments; and family records. Not surprising, these materials were characteristically more personal in nature than items reported in Questions 14 and 15. With regard to the minimal data reported here, I believe that due to modern-day time constraints families may not have the time to read to one another. Furthermore, not every family member may be able to read Ukrainian. Nonetheless, I maintain that it is important for teachers to identify students' personal uses of the target language so that intrinsic motivation to read may be encouraged.

Other insights into students' self-assessment of reading experiences outside of the classroom are reflected in Table 4.5. Responses based on Question 24 from all sixty students indicate that 38 students (63.3%) do not read Ukrainian materials other than the ones assigned in class, while the remaining 20 students (36.7%) do read Ukrainian materials in a variety of Ukrainian community contexts.

Table 4.5 *Reading Ukrainian Outside of the L2 Classroom*

Question 24:
When reading on your own, do you read Ukrainian materials other than the ones assigned in class?

	Frequency	Percent
Never	38	63.3
Church	9	15.0
Church & SUMK*	3	5.0
Church & UCY*	1	1.7
Church & SUM*	1	1.7
Church & Other*	1	1.7
Church, SUMK & Kursy*	1	1.7
Church, UCY, Plast*, Other**	1	1.7
Church, SUMK, UCY,SUM, Other	1	1.7
CYM	1	1.7
Other***	1	1.7
Total	60	100.0

* SUMK=Ukrainian Orthodox Youth, UCY=Ukrainian Catholic Youth, SUM=Ukrainian Canadian Youth Association, Kursy=Ukrainian Saturday School, Plast=Ukrainian Scout Organization
** Other=Ukrainian Dance Group; Poetry
*** Other=Short stories and fables

As reported in Table 4.5 above, it is evident that eighteen of the twenty students who read Ukrainian outside of the classroom do so in a religious context. Under the "Church" category of the open-ended section of Question 24 (see Appendix G) students mentioned reading the following texts: the Epistle; the Bible; the Gospel; Prayer Books, i.e., the Liturgy; and song books (for a complete unedited listing of all the items reported for Question 24, see Appendix H). Nine of these students also noted that they had access to a number of Ukrainian materials within a secular Ukrainian community context. When these items are combined with the items listed by the two individuals under the "Other" and "SUM" categories, the following inventory surfaces. In descending order of occurrence, students reported reading administrative materials, i.e., agendas, handouts, articles, letters, bulletins (N=6); magazines (N=4); songbooks (N=4); Ukrainian news (N=3); stories and fables (N=3); texts relating to Ukrainian dance culture (N=2); assignments (N=1); books (N=1); poetry (N=1); and biographies of Ukrainian historians

(N=1). At first glance, these results are encouraging in that a number of varied print contexts are mentioned, however, it is important to consider that the number of students reporting this data (N=11) constitutes a clear minority.

Finally, students were asked if they ever borrow books from their school library (see Question 32, Appendix G). Thirty-four students (56.7%) reported that they did not borrow books from the library, while twenty-four (40%) said they did. Out of the twenty-four students who reported borrowing library books, only two[29] (3.3%) indicated that they ever borrowed Ukrainian books. This information, combined with the results of Questions 15, 23 and 24 clearly suggests that students are limiting themselves to assigned reading materials and they do not read in Ukrainian on their own initiative.

This claim is also confirmed by the results collected in Questions 17 and 20. When asked in Question 17 if students ever read for pleasure in Ukrainian, fifty-eight students (96.7%) reported reading Ukrainian less often than English, Student #1 (1.7%) indicated that he read Ukrainian more often than English, and one student (1.7%) failed to respond to the question. Students were also asked if they choose their own materials to read in Ukrainian, fifty-one (85%) said "No," six (10%) said "Yes," and three (5%) did not respond at all.

IV.3 Summary

In answer to the first research question, the evidence shows that Ukrainian language learners enjoy reading Ukrainian materials less than English materials. Self-assessments reveal that these learners have predominantly enjoyed reading Ukrainian literary texts such as short stories, plays and poetry within the context of the classroom. Only a minority of the Ukrainian language learners in this group reported having access to a variety of Ukrainian reading materials outside of the classroom. As well, a small number of students reported having opportunities to select L2 reading materials for their own enjoyment. Based on comments and response patterns, a number of students also seem to approach Ukrainian reading materials with a negative attitude. That said, it is not possible to confirm assertions about learners' self-reported access to a variety of Ukrainian print contexts because results were not validated by comparing them to an independent, comprehensive inventory of reading materials.

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[29] It is important to note that one of the two students mentioned here is Student #1, the native Ukrainian speaker.

IV.4 Research Question 2

Do Ukrainian-language learners enjoy reading Ukrainian materials? If so, what are their reading interests and motivations?

Questionnaire items 9, 13, 33 and 34 relate to this research question. Specifically, Questions 9 and 13 ask students if they enjoy reading in English and Ukrainian, respectively. Question 33 elicits students' open-ended responses to their ideas on what makes Ukrainian materials interesting and Question 34 asks students to provide their insights to university instructors on how to motivate students to read in Ukrainian. In the section that follows, results from these questions will be compared and interpreted.

IV.4.1 Ukrainian language learners' reading enjoyment

Table 4.6 displays the quantitative results of Questions 9 and 13, showing that students responded more positively to reading in English. Whereas fifty-two students (31 males; 21 females) enjoyed reading in English, only twenty-four students (15 males; 9 females) enjoyed reading in Ukrainian. Based on the fifty-five valid responses collated in Question 13, it is evident that approximately half (N=31) of the Ukrainian language learners who participated in this study dislike reading in Ukrainian, as opposed to twenty-four who indicated that they like reading in Ukrainian. In order to gain deeper insight as to why students like or dislike reading in Ukrainian, students were asked to provide reasons for their choices in the open-ended portion of Question 13. These responses are categorized and displayed in Table 4.7.

Table 4.6 *Close-ended Responses to Reading Enjoyment in English and Ukrainian*

	Question 9: Do you enjoy reading in English?		Total No. of Respondents
	Yes	No	
Male	31	5	36
Female	21	2	23
Total	52	7	59*
	Question 13: Do you enjoy reading in Ukrainian?		**Total No. of Respondents**
	Yes	**No**	
Male	15	21	36
Female	9	10	19
Total	24	31	55**

* One female student did not respond to Question 9.

** Five female students checked off both "Yes" and "No" to this question. In order to tabulate responses, they were coded with a value of 99 (Missing Data). Nonetheless, corresponding open-ended responses noted by these five students were recorded and are reported in the following section.

Open-ended comments concerning the reasons why students do or do not enjoy reading Ukrainian (see Table 4.7) were categorized according to the "key word analysis" method described in Chapter 3. Based on recurring ideas among the responses, I reorganized the data into what I considered to be logical thematic clusters. (To view the unedited version of students' comments, see Appendix H.) An examination of these clusters quickly reveals that, as students report, the leading reason for not enjoying Ukrainian is their lack of comprehension. The students perceive themselves as poor readers in Ukrainian and find the language more difficult to read than English. The second most frequently mentioned reason reveals that students do not have access to more interesting materials that are of relevance to them.

Students' positive comments on enjoying reading in Ukrainian were also extremely insightful. Respondents noted their appreciation of the interesting and unique perspectives that reading in Ukrainian had to offer. They also noted that they enjoyed reading Ukrainian for the challenge of language learning and for overall improvement. It is also interesting to note that students considered reading an effective strategy for improving their speaking skills. Unfortunately, students' written responses do not indicate if they had reading aloud or reading silently in mind when they linked these two skill sets.

Table 4.7 *Open-ended Responses to Reading Enjoyment in Ukrainian*

QUESTION 13: Do you enjoy reading in Ukrainian? (Yes/No)	
YES (N=24)	NO (N=31)
Suggested Reasons	Suggested Reasons
(1)Interesting Subject Matter/Unique Ukrainian Elements: "Because I'm from Ukraine, so I can understand everything when I read and it's more interesting." "Some things are interesting." "Because it is interesting and exciting to speak a different language" "The stories are kind of cool and interesting." "I am not strong in many aspects of Ukrainian, however, whenever I get the chance I enjoy it." "It is interesting to read material like Ivan Franko, to see how kids are taught and read to in Ukraine." "Sometimes it matters what it is. Preferably about Kozaks." "Most of the time I do, there's a lot of meanings in the Ukrainian stories." "It is quite different than reading in English and it is more of a challenge." "It has a lot of history and culture, which can't be translated the same way." "Different outlooks; Pride in multicultural skills; Different background, motives, etc. in character" "Different language; Different perspective of life" "Because I like the sound of the language and a lot is often lost in the translation."	(1) Comprehension Gaps: "Sometimes it's hard to understand." "Too difficult to understand" "Most of the time it's like trying to read the binary code." "Sometimes not, though. I don't always understand." "Because half of the time I can't understand what I'm reading." "...often hard to comprehend." "I can't understand some of the words." "...and because there is a lot of words that I don't understand." "I do not understand it." "I don't understand." "It is hard to understand sometimes." "Knowing and understanding the story is difficult for me." "It's too hard." "Reading is too hard, due to lack of practice." "My vocab is limited, so reading is more of a struggle sometimes." "Takes longer, Some words aren't familiar" "I don't understand the stories if it is more difficult and it gets me frustrated." "Gap between Canadian-Ukrainian and Ukraine-Ukrainian terms/lang are confusing." "It can be frustrating at times when I don't understand it." "The words are sometimes complicated and I sometimes read out loud when reading so those hard words make me frustrated when reading." "It's frustrating to understand the language and comprehend at the same time." "It's too hard to understand. You can rarely find books suited for my ability. (Most books are for people very well [sic] at Ukrainian or people very poor at Ukrainian.)" "Because there are too many endings on words and too many rules"
(2) Language Learning and Improvement: "To get better" "Because it lets me further my understanding of the language and as I go along I make progress" "I like learning, but my reading/vocab [sic] skills are not to well. It holds me back." "Cause it makes me a bit more comprehensive" [sic] "Help read and write the language better, Also I get better understanding of Ukrainian language." "You learn a lot about how the language works (as long as the material is easy to read and understand)." "It helps me in learning the language so I can travel there later in time." "Because it helps me understand the meaning and flow of the language."	(1a) L2 Reading is not like L1 Reading: "Because I do not understand it as well as English." "In general, rather than looking at plot and character development, it results in dictionary work. Of course, as my Ukrainian language skills increase, this may change." "I have difficulty understanding it fully, even with a dictionary. I'd rather read in English." "I read much slower than in English." "I can't read at the same level that I do in English."
(3) Speaking/Vocabulary Improvement: "I like to practice reading for fun, and [it] helps make my speaking and comprehension improve" "Because then my speaking will become more fluent" "It makes it easier to speak in Ukrainian." "It helps my Ukrainian speaking and vocabulary." "I hope it will help to expand my vocabulary." "Because it enhances my vocabulary and knowledge of the language."	(1b) Self-perceived Poor Reading Ability: "I don't understand everything and I'm slow" "I'm not that good at reading in Ukrainian. "Because my comprehension is not strong enough to understand what is going on." "I'm slow at reading and sometimes I read a word that is really not there." "I'm not very good at it."

	(2) Boring/Mismatched Subject Matter: "Boring" "Often boring." "Because it is boring and I will only read if I have to." "Because I don't like reading too much." "Because I don't like reading..." "Most of the time I have to read for school and the topics are rarely very exciting." "There is nothing interesting in Ukrainian." "The literature is rarely interesting." "Not many interesting, current books that I have come in contact with." "Does not relate to our lives; Out of date stories" "The materials we usually read are very boring stories that fail to strike my interest." "Not enough level variation."

IV.4.2 Ukrainian reading interests and motivations

In addition to the comments students made with respect to reading enjoyment in Ukrainian, participants were asked to provide their insights on what makes a Ukrainian text interesting (for a complete listing, see Appendix H). Fifty-eight out of the sixty participants responded to this question, offering enthusiastic comments on their perceptions of "interesting" reading material characteristics. As in the previous section, I compiled open-ended answers and devised corresponding categories which enabled me to document the frequency with which reoccurring ideas appeared. At first, it was not easy to categorize comments because students tended to meld two or three different concepts into a single response. Thus, it was necessary to tease out core elements from each of the students' responses. Once this stage was completed, comments could be relatively easily categorized into a logical scheme. It is important to note that I attempted to retain the authenticity and originality of the responses whenever possible. For this reason, I classified data into corresponding subcategories to reveal nuances in student commentary (see Table 4.8).

Table 4.8 *Students' Ideas on what Makes L2 Reading Material Interesting*

Question 33: **What makes Ukrainian reading materials interesting?**		
Items	**Total Number of Occurrences**	**% of Total Number of Occurrences**
1. Topics and Themes	49*	50.5
(a) Modern, Interesting, "Relatable," Varied Topics	22	22.7
(b) Cultural, Folkloric, Traditional Themes (*Cossacks, Ukrainian history, Ukraine*)	18	18.6
(c) Humour	4	4.1
(d) Action and Adventure	3	3.1
(e) Non-Fiction	2	2.1
2. Story-line Development (*plot, setting, point of view, characterization*)	18	18.6
3. Comprehensible Texts	10	10.3
4. Illustrations	7	7.2
5. Beauty and challenges of the language	7	7.2
6. Sense of Achievement/Ability to Read the Language	4	4.1
7. Nothing	2	2.1
Total	97	100.0

* This number represents the total of occurrences for all of the subcategories under "Topics and Themes"

Not surprisingly, students viewed topics and themes as a leading contributing factor to the "interestingness" of Ukrainian reading materials. Within the "Topics and Themes" category students placed significant emphasis on interesting texts to which they could relate, as well as texts devoted to aspects of Ukrainian[30] cultural life. Comments also seemed to reflect an intolerance of outdated, irrelevant, and nonsensical texts. Other significant items stressed by students include points concerning plausible and well-developed plot structure, easily comprehensible texts, and accompanying illustrations for reading enjoyment.

The above-mentioned "interest-creating" items also resurfaced in students' recommendations for reading motivation in Question 34 (see Appendix H). This time, however, students were asked to imagine that they had been invited to design a reading curriculum for a first year university course. In particular, forty-five students (27 males; 18 females) commented on the selections that they would make in order to motivate students to read. Because the participants in this study themselves are potential university students, their suggestions concerning reading motivations are extremely critical to the development of a university-level Ukrainian language reading curriculum.

While some students produced generalizations, others provided more specific and creative options for approaches to curriculum design. In order to preserve the authenticity of responses, I opted not to cluster them as I did in previous data analyses. Instead, I decided to focus on a select few, highlighted below.

- — *"First, I would make them read comics, in order to relate words to pictures. I would also have current event readings on issues that are important to the students. Many magazines."*
- — *"I would suggest use of satirical reading materials as well as materials which incorporate visual images such as comic strips."*
- — *"Effortless materials (comics, magazines)."*
- — *"Current literature by new thinkers emerging from independent Ukraine; Wide varied subject matter."*
- — *"Less stereotypically Ukrainian stories about pious Ukrainian maidens who die a tragic death."*
- — *"Works with history and meaning, nothing translated from English to Ukrainian."*
- — *"Translations of modern authors, as well as famous ones (Plato, Shakespeare)."*

Based on the responses quoted above it is possible to deduce that students are in favour of the light, "effortless" reading provided by media such as comics and magazines. This call for current, lively material is also reflected in Student #1's response when he recommends including Ukrainian fashion magazines, action stories and real life stories into a university level reading curriculum. Responses also suggest that students would prefer reading comics and magazines because of the linguistic benefits provided by

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[30] In some instances, students did not make a clear distinction between "Ukrainian-Canadian" and "Ukrainian" when they referred to Ukrainian-related concepts.

illustrations. Overall, students appear to be keenly aware that, apart from enhancing entertainment value, illustrations facilitate reading in a second language by providing clues about content. This call for visual reading aids is also stressed in Section IV.6. below where students comment on what makes Ukrainian materials easy or difficult to read.

Most revealing, however, is the juxtaposition of the last two of the students' comments listed above. One student argues in favour of original Ukrainian language materials, while the other petitions for translations of popular English selections. Contradictions such as these emphasize the varied, inconsistent nature of students' reading preferences and are prevalent in responses reported in Section IV.7. entitled "Positive and Negative Reading Experiences."

IV.5 Summary

On the basis of the data collected in this section, it is evident that for this particular group of Ukrainian language learners, reading in English is preferred over reading in Ukrainian. Approximately half of the students in this group reported that they do not enjoy reading in Ukrainian. Reasons for their dislike include comprehension gaps, self-perceived poor reading ability and a lack of interesting reading materials. In this section, students also offered their recommendations on what makes a text interesting and how to increase university Ukrainian language learners' motivation to read. Responses here were varied and extremely insightful. Overall, students indicated the need for modern, interactive materials to which they could relate.

IV.6 Research Question 3

Do Ukrainian language learners consider the "interestingness" of a text a contributing factor to the level of difficulty or ease of a text?

In this section, results from open-ended Questions 31A and 31B will reveal whether or not Ukrainian language learners consider the "interestingness" of a text a contributing factor to the level of difficulty or ease of reading. Students' answers to each question were compiled and amalgamated into an inventory of responses (see Appendix H). A close examination of these items revealed an emerging pattern based on repetition and similarity. Thus, comments could be easily categorized into naturally occurring clusters. Table 4.9 shows the clustered items arranged in rank order according to how often they were mentioned.

Table 4.9 *A Comparison of Items Listed in Questions 31A & 31B*

Questions 31A & 31B:
Please list three things that make a Ukrainian text easy/difficult to read.

EASY			**DIFFICULT**		
Items	**N**	**Rank Order**	**Items**	**N**	**Rank Order**
Vocabulary (*short, easy, familiar*)	42	1	Vocabulary (*long, difficult, unfamiliar*) (a) Colloquialisms (9)	56	1
Translation (*glossaries, annotations*)	21	2	Sentence Structure (*long sentences, unfamiliar word order*)	16	2
Sentence Structure (*short sentences, familiar word order*)	17	3	Text Type (a) Lengthy, Complex (12) (b) Genre (3) (*newspapers, poetry*)	15	3
Physical Features (a) Illustrations (7) (b) Large Print/Font (6)	13	4	Boring Topics	11	4
Reading Strategies (*assistance, repetition*)	10	5	Physical Features (a) Small Print/Font (6) (b) Illustrations (2)	8	5
Interesting Topics	9	6	Difficulties in Translation	7	6
Text Type (*coherent, short*)	9	6	Reading Strategies (*reading alone, lack of practice*)	6	7
Pronunciation	7	7	Pronunciation	6	7
Background Knowledge (*familiar topics*)	5	8	Other (*assignments, questions, being put on the spot, the text is Ukrainian, no examples*)	6	7
Comprehensible	4	9	Background Knowledge (*unfamiliar topics*)	4	8
Other (*rhymes, examples*)	3	10	Incomprehensible	3	9
Grammatical Structures	1	11	Grammatical Structures	1	10
Nothing	1	11			
Missing Data	40		Missing Data	42	

Although the numbers are quite small, some interesting similarities and differences are indicated between responses in Questions 31A and 31B. First, students considered vocabulary, i.e., length and complexity level, to be a significant factor leading to both the ease and difficulty of reading a Ukrainian text (1st in rank order). In Question 31B, students placed particular emphasis on difficulties created by colloquialisms and Ukrainian phrases that are not easily translated and interpreted in English. This emphasis may explain why responses to Question 31A indicate students' belief that glossaries and annotations should be appended to reading materials in order to facilitate reading.

As is evident in Table 4.9, students did not believe grammatical structures to be a major concern in determining the ease or difficulty of reading a text. This category ranked eleventh in Question 31A and tenth in 31B, with only one student listing it as a factor. Based on this information and students' prioritization of vocabulary as described above, it is possible to conclude that vocabulary intimidates students when reading in Ukrainian, while complex grammatical structures do not seem to raise a concern.

Interestingly, students perceived physical characteristics of reading materials (i.e., illustrations and print size) as contributors to the ease and difficulty of reading in Ukrainian. Although I have not been able to find empirical evidence supporting students' claims that pictures and large font/print make it easier to read in a second language, teachers and curriculum planners may want to be aware of these factors and their potential impact on students' attitudes toward reading materials.

According to my personal experience, it is not surprising that students viewed sentence structure as an inhibitor to ease of reading. Ukrainian is an inflectional language, i.e., morphological endings determine a word's function in a sentence, which implies that sentence construction is not dependent on specific word order as it is in English. Inasmuch as students ranked sentence structure in third place in terms of its impact on reading difficulty, instructors may want to incorporate discussion of L1 and L2 differences into their direct reading instruction.

Most importantly, analysis of student responses revealed that comments relating to the "interestingness" of Ukrainian material ranked in the middle on the ease and difficulty continuum. Whereas interesting topics ranked in sixth place (no. of occurrences=9) in relation to ease of reading, boring topics ranked in fifth place (no. of occurrences=11). Thus, it appears justified to conclude that, in the view of students, interesting subject matter is an important factor contributing to the ease or difficulty of reading in Ukrainian, but it is not the most crucial. Based on student responses it is clear that Ukrainian language learners prioritized keys factors such as vocabulary, sentence structure, physical features, text type, and reading strategies over the effect of interest.

In comparison to results in this section, the findings of ULEC's student interviews, which I discussed in Chapter 1, differ in that in my study high school students did not rank interesting subject matter as the number one item required for making Ukrainian language reading easier. In other respects, ULEC's findings were comparable to those reported here. Like the elementary level Ukrainian language learners in ULEC's study, the high school participants in this study indicated that they needed more reading practice, teacher assistance, easier reading materials, increased vocabulary, activities related to reading, good dictionaries, illustrated text to help comprehension, and increased use of Ukrainian.

IV.7 Summary

Students ranked vocabulary as the leading factor that contributes to the ease and difficulty of reading in Ukrainian. Comments concerning vocabulary mentioned length, complexity and familiarity. Students also stressed the importance of appending glossaries to Ukrainian materials in order to assist readers with translation and interpretation of Ukrainian terms and phrases. It is important to note that interesting material was not a leading factor associated with the ease and difficulty of reading. In this case, students ranked interest neutrally placing it in mid-spectrum.

IV.8 Students' positive and negative reading experiences

At the end of the questionnaire (Questions 35 and 36), participants were asked to report on their positive and negative experiences reading in Ukrainian at the high school level. As seen in the students' responses (for a complete listing, see Appendix H), contradictions and variations reflected the reality of reading experiences and preferences, which made it difficult to generalize about their overall experiences. Table 4.10 highlights this phenomenon by comparing students' comments on Shevchenko's poetry, Godfrey's novel *Shalena nich* [*Wild Night*], reading assignments, and text suitability.

Table 4.10 *Contradictions in Students' Positive and Negative Reading Experiences*

Question 35: **Please comment on a positive reading experience in Ukrainian at the high school level.**	**Question 36:** **Please comment on a negative reading experience in Ukrainian at the high school level.**
Comments on Shevchenko: "Taras Shevchenko - it motivated me to become a better person to serve my country." "Shevchenko poetry is both beautiful in language and inspiring in subject. Our teacher's fervency led to discussion about the timeframe and background of Shevchenko's life that was encompassing and informative."	**Comments on Shevchenko:** "A negative experience was reading about Taras Shevchenko because it was complex and printed very small." "Taras Shevchenko monologue because it used outdated terms. Keep in mind, please that in general students chose not to read in Ukrainian because of (1) intimidating (fear of failure) and (2) subconscious rebellion."
Comments on *Shalena nich* [*Wild Night*]: "We read a novel (*Wild Night*) in Ukrainian L.A. [Language Arts] 10 and it was a very good experience because it was at our vocabulary level and it was interesting." "We read *Shalena nich* because the vocabulary wasn't hard. The sentence structure was simple and the main idea understandable."	**Comments on *Shalena nich* [*Wild Night*]:** "*Shalena nich* was pretty lame because it was originally written in English." "*Shalena nich* - it was too long and hard to understand."
Comments on Reading Assignments: "Reading and acting out plays in Ukrainian was fun, because we had to read and understand the play but got to do this in an interactive and fun manner."	**Comments on Reading Assignments:** "Sometimes we are forced to do ridiculous projects, which the required reading entails. These projects are boring and too time consuming."
Comments on Text Suitability: "I really enjoyed the comics we read this year; the text was simple and the pictures were corny but cool. Colour is something I also enjoy." "*Wild Night* by Martyn Godfrey because when I was younger I read this story, so I understood the story line, so it made me concentrate on the Ukrainian words so it was easy to figure out." "When we read this story about a hairdresser, I learnt a lot of words that I use in my everyday diction. It was somewhat comical as well."	**Comments on Text Suitability:** "All the readings are at a grade 3 level in Ukrainian." "We usually read stories that have no real point, and sometimes they're like children's stories." "Reading the newspaper. It was boring and had so many huge words that we had never seen before."

IV.9 Summary

Analysis of the above responses shows how one individual's belief can be contradicted by another's. For example, while some respondents indicated that they believed Shevchenko's poetry to be enlightening, others were intimidated by the complexity of his diction and were unable to relate to the subject matter. Overall, contradictions displayed in Table 4.10 seem to reflect the differing perceptions of language learning needs and priorities. These findings also reflect a general lack of consensus on what constitutes positive and negative reading experiences at the high school level. On the basis of this information and the results of this study that indicate that students' interests are indeed varied, I would suggest, therefore, that attempting to incorporate the entire spectrum of students' interests into a Ukrainian language reading program is an impossible goal. But, given the current situation in which students have indicated the need for modern materials that reflect their interests, it is nonetheless important to consider the unique profile of each incoming class of students in order to best suit their reading needs and preferences.

IV.10 Conclusion

This study used a questionnaire in order to collect data on the reading interests and preferences of Ukrainian language learners at the high school level. Quantitative data, taken together with the findings of the qualitative analysis, reveal that these students—as might have been expected—have a wide variety of identifiable reading interests. The majority of these students generally limit themselves to reading the Ukrainian materials assigned as coursework, which, for the most part, include literary works such as short stories, folk tales, and poetry. Within this context, students also reported reading a limited number of novels, newspapers and comic strips. Generally, this group of students does not actively read Ukrainian materials outside of the classroom for pleasure; however, a minority did indicate that it had access to varied Ukrainian print contexts within religious and secular Ukrainian communities. Furthermore, student response patterns revealed that students generally have a negative attitude toward reading in Ukrainian.

Overall, Ukrainian language learners at the high school level—or at least the students in this group—admit that they prefer reading in English. Approximately half of the participants indicated their dislike of reading in Ukrainian, noting reasons such as gaps in comprehension and a lack of interesting reading materials. Students suggested that Ukrainian materials should include interesting, modern, varied topics to which they could relate as well as Ukrainian cultural and folkloric themes. In addition, students believed that well-developed story lines, comprehensible texts and illustrations significantly contributed to the "interestingness" of Ukrainian texts.

Students also ranked items which, in their opinion, contributed to the ease or difficulty of reading a Ukrainian text. Priority was given to vocabulary in terms of length, level and familiarity. Interesting topics were considered a neutral factor when determining what facilitates successful reading, while difficulties with grammatical structures ranked last.

Finally, any potential differences in positive and negative Ukrainian reading experiences at the high school level could not be substantiated due to the considerable variation and contradiction within the grouping.

This chapter has presented the results of the quantitative and qualitative analyses of the collected data. All three research questions have shown that Ukrainian language learners at the high school level have a variety of reading preferences and interests which may not necessarily converge into a unified profile of incoming language learners to the University of Alberta. Results suggest that reading interests are unique to particular individuals and, by extension, to particular groups. The following chapter will discuss these results and their implications for theory and second language teaching.

Chapter V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

V.1 Overview

This chapter will begin with a summary review of the study, methodology and data analysis. Conclusions are drawn and discussed based on the hypotheses presented at the beginning of Chapter 1. Ukrainian language learners' reading interests will be discussed, along with practical suggestions for teachers selecting second language reading materials intended for classroom use. Finally, research procedures will be evaluated and recommendations for future research will be proposed.

V.2 Review of the study

This study investigated the reading interests and preferences of sixty Edmonton-area Ukrainian language learners at the high school level. The research questions focused on (1) identifying Ukrainian reading materials enjoyed by high school students, (2) determining learners' Ukrainian reading interests and motivations, and (3) assessing the priority students give to topic interest in terms of its contribution to the ease or difficulty of reading Ukrainian language texts. Positive and negative reading experiences in Ukrainian were also taken into consideration.

Students voluntarily completed questionnaires that elicited their self-reported knowledge of the information sought by the queries noted above. Quantitative responses to close-ended questions were coded and subjected to a number of statistical analyses. Due to invalid question construction and small response rates, results did not reach statistical significance. Therefore, relevant quantitative data were tabulated and presented in frequency format only. Additionally, qualitative data compiled from open-ended questions were transcribed, coded and analyzed. Naturally occurring patterns were interpreted and discussed in relation to research questions posited in this study. Results of quantitative and qualitative data were combined, which yielded an overall outline of Ukrainian language learners' reading interests and preferences.

V.3 Conclusions

From the results of the study, several observations about students' Ukrainian-language reading preferences and attitudes toward reading can be made. First, it should be noted that (supporting Hypothesis 1) approximately half of the participants reported that they did not enjoy reading in Ukrainian. Students claimed that the primary reason they do not enjoy reading Ukrainian texts was a lack of comprehension. This finding may implicate several factors. From the students' point of view, "*Ukrainian is not as easy to read as English*," which may suggest that these students do not have the reading proficiency necessary to gain pleasure from reading. Students also rated themselves as poor readers, which indicates an inherent lack of confidence. Important for the purposes of this study, students listed a lack of interesting materials as the second reason why they do not enjoy reading in Ukrainian.

Based on students' self-assessments of the materials they have enjoyed reading in English and Ukrainian, it appears that students have had access to more varied print contexts in their L1. As expected, students reported less extensive exposure to reading materials in their L2, with emphasis placed on literary texts such as poetry, plays and short stories. Students also reported minimal exposure to expository texts, such as Ukrainian-language newspapers (supporting Hypothesis 6). Moreover, few students indicated that they read self-selected texts in Ukrainian (supporting Hypothesis 3). This finding is unfortunate since studies conducted by Grabe and Stoller (1997) and Walker (1997) found that student self-selection of reading materials led to L2 reading success.

In general, student comments revealed a negative attitude toward reading and reading materials in Ukrainian (supporting Hypothesis 2). Students expressed disappointment that they did not have access to more modern, interesting and relevant reading materials. Additionally, students stressed that they did not enjoy reading in Ukrainian as a result of difficult vocabulary, complex sentence structure, and barriers in translation. Interestingly, students commented on the poor quality of the visual appearance of Ukrainian texts, highlighting such features as print size, colour and illustrations.

As expected, students considered vocabulary to be a leading factor contributing to the ease or difficulty in reading Ukrainian materials. This finding corresponds to the results of a study conducted by Mokhtari and Sheorey (1994). They concluded that low English proficiency students thought a lack of adequate vocabulary was one of the main weaknesses in their reading skill. This comparison is not conclusive since the present study did not account for students' proficiency levels. While several students considered vocabulary to be an obstacle to successful reading comprehension (supporting Hypothesis 5), only one student made reference to the difficulties caused by complex grammatical structures.

Based on students' responses it was not possible to determine if time constraints and a lack of suitable reading materials limited opportunities to practice reading for pleasure in Ukrainian. Because I did not conduct an independent survey of students' exposure to Ukrainian reading materials, Hypothesis 4 was abandoned.

In contrast to students' negative attitude, open-ended responses also revealed that students did in fact perceive reading experiences and materials as intriguing and stimulating. This apparent contradiction in student responses reflects the reality of varying individual beliefs. This finding also implies that reading programs should be flexible in order to cater to a variety of students' needs.

Finally, as is evident in the following section which outlines recommendations to teachers, student feedback will assist in the development of an intermediate reading curriculum at the university that considers the interests of its students.

V.4 Recommendations to teachers

Inadvertently, students made their own personal recommendations to teachers for selection of suitable reading materials. Students openly commented on their reading interests and on key factors contributing to the ease or difficulty of reading in Ukrainian in open-ended format. In no particular order, students made reference to the following core elements at least once: modern texts; interesting texts; level of difficulty; length of text; topic familiarity; background knowledge; cultural knowledge; textual organization; plot structure; style; physical appearance of texts (print/font size, illustrations, colour); glossaries; annotations; narrative text types; expository text types; "light" texts (magazines, comics); and interactive media (Internet, music).

Interestingly, based on a comparison of student responses to three different text selection guidelines (Brinton, Snow & Wesche, 1989; Swaffar, Arens & Byrnes, 1991; Nuttall, 1996), it appears that students have demonstrated an innate knowledge of criteria required for selection of "pedagogically appropriate" (Swaffar, Arens & Byrnes, 1991) materials. In order to illustrate how students' recommendations overlap with researchers' proposed text selection criteria, each of the three models are presented below.

First, Brinton, Snow and Wesche (1989) sympathize with curriculum developers in that there are "many steps in the text selection process, from the most basic tasks, such as typing and photocopying these materials, to the more pedagogical issues of selecting, sequencing, and integrating these materials with the course objectives" (Brinton, Snow & Wesche, 1989, p. 92). Above all, they maintain that it is "critical to make every attempt to select materials which reflect the needs and interests of the students and to choose content areas in which the language teacher has some interest or expertise" (Brinton, Snow & Wesche, 1989, p. 90). They suggest that teachers pose the following questions in order to make informed decisions concerning text selection:

> ***Content authenticity***—How up-to-date is the content material? Is the coverage adequate? Does the material give students an opportunity to practice the more extensive types of reading, writing, and listening typically required in content disciplines?
>
> ***Task authenticity***—Are the tasks required of the students appropriate to the discipline/subject matter? Do they promote critical thinking?
>
> ***Interest level***—Will the subject matter engage the students' interest?
>
> ***Difficulty level***—Are the materials appropriate for the proficiency level of the students? How heavy is the lexical/syntactic load? Is the length of the text appropriate?
>
> ***Accessibility***—Do the students have the necessary background knowledge to engage the text? Is it culturally accessible? Is the information load appropriate (i.e., not too dense)? Is the text organized according to standard organizational patterns? Is the style/register appropriate?
>
> ***Availability***—What content-specific materials (e.g., readings, audio/videotaped lectures, films) are available for use in the course? Are the materials affordable?
>
> ***Packaging***—Is the text visually attractive? Do layout features (e.g., typeface, color, borders) contribute to students' comprehension of the content material?
>
> ***Textual aids***—Are textual aids (e.g., glosses, study questions, indices) utilized to assist students in their comprehension and retention of the content material?

> ***Supporting materials***—Is there a teacher's guide and/or answer key available? Is there a supplementary student workbook?
>
> ***Flexibility***— Does the text lend itself to the integration of skills? To information exchange activities? Does it appeal to a variety of learning styles?
>
> ***Source***—Are the texts drawn from a variety of sources, thus exposing students to different text types (e.g., narrative, descriptive, analytic)? Are the various media utilized?
>
> (Brinton, Snow & Wesche, 1989, p. 90)

Second, Swaffar, Arens and Byrnes (1991) also offer extensive recommendations to teachers for evoking students' interest in L2 reading. According to these researchers, key considerations when selecting authentic reading materials for L2 students include the following nine "desirable" textual features: (1) topics familiar to the students; (2) topics of interest to L2 students; (3) a substantive, readily-discernible plot or message system (competently written texts worth reading); (4) clear sequential development (chronology: past, present, future); (5) well-marked episodes; (6) a recognizable agent or concrete subject (identifiable people or situations); (7) a minimum amount of description (unless the text is supported by illustrations); (8) an unambiguous intent (straightforward points of view; avoidance of subtextual humor); and (9) an appropriate length (carefully structured longer texts that fulfill the criteria above may not be any more difficult to read than shorter ones) (Swaffar, Aymes & Byrnes, 1991, p.p. 137-139).

Swaffar, Aymes and Byrnes (1991) argue that authentic texts selected on the basis of the above-mentioned criteria "can be employed to augment an existing curricular program without subverting it or replacing it." These researchers also posit that "aside from serving purely academic concerns, authentic texts will introduce students to the feasibility of "pleasure reading"—outside reading which students select on the basis of personal interest." Finally, they stress that "without quantitative reading outside of the class, it can hardly be expected that students will develop or improve their comprehension of vocabulary and increase their reading speed."

As discussed in Chapter 2 of this study, Nuttall (1996) also advocates extensive reading for pleasure in second language learning contexts. For the purposes of practical classroom application of her extensive reading model, she offers a number of suggestions on how teachers can set up a collection of suitable texts for L2 learners. According to this researcher, the SAVE method best summarizes the main criteria for choosing reading materials to promote extensive reading for pleasure in the target language:

> S *Short* The length of the book must not be intimidating. Elementary students, and anyone undertaking extensive reading for the first time, need short books that they can finish quickly, to avoid becoming bored or discouraged.
>
> A *Appealing* The books must genuinely appeal to the intended readers. It helps if they look attractive, are well printed and have (coloured) illustrations–more pictures and bigger print for elementary students. They should look like the books we buy from choice, not smell of the classroom–notes and questions unobtrusive or excluded.
>
> V *Varied* There must be a wide choice suiting the various needs of the readers in terms of content, language and intellectual maturity.
>
> E *Easy* The level must be easier than that of the current target language coursebook. We cannot expect people to read from choice, or to read fluently, if the language is a struggle. Improvement come from reading a lot of easy material.
>
> (Nuttall, 1996, p. 131)

In addition to the above-mentioned formula for selecting L2 reading materials, Nuttall offers recommendations for creating interest in reading. While the majority of her suggestions are intended for elementary level L2 reading programs, a number of these reading incentives may be applied to Ukrainian reading courses at the university level. Nuttall recommends organizing a classroom library so students may have easy access to L2 texts. Although a classroom library is not a feasible option for a university course, I recommend a few alternatives. First, university instructors may compile a bibliography of interesting materials so students may access them on their own initiative. Second, instructors may pool student resources in order to purchase current reading materials such as magazines, comics, and newspapers. These materials may be shared among the students providing that the class is relatively small in size. Third, instructors may assign weekly and/or monthly readings from resources readily accessible at the CIUS library on the University of Alberta campus. To be sure, other solutions exist, which is why I recommend discussing possible options with students at the beginning of the term.

In addition to a library, Nuttall suggests making audio recordings of native speakers reading texts to offer students the option of listening while reading silently. Inasmuch as students in this study reported difficulties reading and pronouncing lengthy words, this approach may be extremely helpful. It may also be considered a feasible option since this type of exercise can be done independently in a language laboratory or at home if using media such as cassette tapes, CDs and/or the Internet. Furthermore, this reading strategy will not occupy valuable class time. Finally, Nuttall recommends encouraging students to prepare dramatizations of the materials read for coursework. There is the possibility that this may not appeal to the sensitivities of university students, in which case I recommend making texts interactive via discussions and debates.

On the basis of the text-selection criteria noted by students and researchers alike, it is evident that both groups agree on a number of key factors. Thus, it can be concluded that students' comments are validated and supported by L2 text-selection research. Teachers should feel confident that they have student interests in mind when following the guidelines listed above in their selection of L2 reading materials.

In addition to using text selection guidelines, teachers should also consider administering a scaled-down version of my questionnaire to incoming students at the beginning of a new term. In this way, teachers will be able to detect interests that are specific to each set of language learners and adjust their reading curriculum accordingly. Recommendations for questionnaire revisions are discussed in the next section.

V.5 Recommendations for future research

This study was exploratory in terms of its focus, methodology and subsequent analysis. As such, the results are tentative and inconclusive. Based on my experience, I offer the following suggestions concerning future research design in this field.

First, my results need to be validated with a larger sample. In particular, a greater number of participants at the Ukrainian 10 level is required in order to adequately compare results by grade level and gender.

Second, questions need to be reformulated in order to avoid repetition and awkwardly phrased sections that could be misinterpreted by the students. (This in fact occurred with Question 19 in my exercise.) Overall, the survey instrument should be condensed to fit one or two pages. This way, students will be more inclined to complete the survey; it will occupy less classroom time; and it could lend itself more easily to interpretation.

Third, questions should be designed with research protocols in mind so that responses can be subjected to statistical analysis. Fourth, although my open-ended questions yielded unique and varied responses otherwise not discernable from close-ended questions, I would recommend that they be reduced in number and redesigned in order to avoid unnecessary repetition. I would also recommend that follow-up one-on-

one interviews be used in order to obtain an in depth perspective on qualitative issues such as the reasons behind some of the answers or detailed clarification of seemingly contradictory responses.

Fifth, questionnaire results should be validated by an independent inventory of reading materials in order to compare students' lists of enjoyed materials with teachers' lists of materials assigned for reading in the classroom. It is important to investigate the nature of students' recollection patterns and the reasons why they remember some readings and forget others. In retrospect, the above oversights in research methodology could have been detected and resolved had I subjected the survey instrument to a preliminary pilot study. However, given the small number of potential participants, at least at this juncture of bilingual education, the feasibility of pilots remains problematic.

In addition to improvements in methodology, I suggest the following areas for further study. First, I believe that more research on the effects of interest on student performance in reading tasks would be a logical initial step, and a natural extension of this study. I would recommend a longitudinal investigation of the effects of topic interest on vocabulary acquisition and comprehension in Ukrainian. In particular, research emphasis should consider whether Ukrainian language learners' self-reported interest in specific topics, genres, and/or titles in fact results in a marked improvement in L2 reading comprehension.

Replications of studies conducted by LeLoup (1993), Carrell and Wise (1998), and Bügel and Buunk (1996)—adapted to the Ukrainian-language learning context—would expand on our understanding of interest as a contributing affective factor in L2 reading comprehension. Such adaptations should use Ukrainian-language learners at different levels: elementary, junior high school, high school and university. Such studies have the potential of elucidating the interrelationships between topic interest, background knowledge, gender and L2 reading comprehension.

If future research provides further support for the additive effects of topic interest on L2 reading comprehension, the implications for Ukrainian language reading instruction and curricular design would be significant.

V.6 Concluding comments

Reading is a complex skill. The orchestration of successful reading in the second-language classroom is dependent on numerous factors. The investigation of reading interests addresses only a small portion of these. But, inasmuch as the teaching and learning of Ukrainian as a research field is still nascent, reading interest is a valid point of entry for Ukrainian studies into applied linguistics. Topic interest and its potential impact on reading comprehension remain generally unexplored. The outcome of this preliminary study draws attention to the fact that curriculum planners at the university level need to make their students aware of materials that are modern, lively, more relevant, and personal. Further research will undoubtedly result in improvements to the design of the Ukrainian reading curriculum, leading to successful L2 comprehension and acquisition.

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APPENDIX A: Ethics Approval

FACULTY OF ARTS HUMAN ETHICS COMMITTEE

CERTIFICATION OF COMMITTEE ACCEPTABILITY

APPLICANT'S NAME: Tracy Dool

APPLICATION TITLE: Ukrainian Reading Programs at the High School Level: An Assessment of the Experience of Potential Ukrainian Language Learners at the University Level

This is to certify that the Human Research Ethics Committee of the Department of Linguistics, Faculty of Arts, has reviewed the application by the above named person and have found it **acceptable** on ethical grounds and to be in accord with the guidelines laid down by the University of Alberta for research involving human subjects.

Committee Composition:

NAME	RANK	DEPARTMENT	FACULTY
Dr. J.T. Hogan	Assoc. Prof.	Linguistics	Arts
Dr. J.A. Kernahan	Professor	Physics	Science
Dr. T.M. Nearey	Professor	Linguistics	Arts
Dr. T. Priestly	Professor	MLCS	Arts
Dr. M. Prokop	Professor	MLCS	Arts

Date: April 29, 1998

John T. Hogan

Dr. John T. Hogan
Committee Chair

APPENDIX B: Cooperative Activities Approval

University of Alberta
Edmonton
Canada T6G 2G5

Faculty of Education
Office of the Dean
845 Education Centre South, Telephone (403) 492-3751
Fax (403) 492-0236

COOPERATIVE ACTIVITIES PROGRAM

RESEARCH PROJECT APPLICATION

ORGANIZATION TO BE INVOLVED (Please Check)

☑ Edmonton Public School District ☑ Elk Island Public Schools (Sherwood Park & area)

☑ Edmonton Catholic School District ☐ St Albert Protestant/Separate School District

APPLICANT (University Staff Member) Date 4th June 1998

Name NATALIA PYLYPIUK Faculty ARTS

Position ASSOCIATE PROFESSOR Department Modern Languages & Cultu Studies: Germanic, Romance, :

Campus Address 200 ARTS BUILDING Telephone o 492-3498/h 48

Applicant's Signature Natalia Pylypiuk Fax h: 481-7824

Is this request being made on behalf of a graduate student? ☑ YES ☐ NO
undergraduate student? ☐ YES ☐ NO

If yes, indicate:

TRACY DOOL (h) 430-3695
Student's Name Phone Number

318, 5045 Whitemud Rd, Edmonton T6H 4Y7
~~Campus or~~ Home Address Postal Code

INSTRUCTIONS

- This application form is to be used for research projects leading to a Master's thesis or a PhD dissertation, studies of a similar magnitude, or lesser research projects which involve participation of human subjects.

- Ensure that the project is conducted in accordance with ethical guidelines. All proposed research projects involving human participants MUST be reviewed by the ethics committee established in each department. Once clearance is granted by that committee a statement to this effect, signed by the ethics committee chairperson, must accompany the research application. In addition, consent forms and any materials that will be sent to parents must be included with the application. Enquiries regarding the procedures established for research ethics review should be directed to the project initiator's department.

APPENDIX B: Cooperative Activities Approval

2

- **Attach a typewritten description of your project (no more than three pages) using the following four headings. Submit this form and appropriate attachments to Associate Dean, Research and Graduate Studies (845 Education South). Allow sufficient time to allow a minimum of two or three weeks for processing.**

1. **Description of Research Project. Include title, objectives, procedure, evaluation instruments, ethical considerations, etc. You MUST attach parental/guardian letters and consent forms, as well as a copy of any survey/questionnaire items you develop.**

2. **Description of how this activity is of value to the school(s) or school district(s) involved. Include perceived benefits to school, students, teachers, administrators, district.**

3. **Suggested personnel, school and times. Specify anticipated duration and number of visits as well as specific schools if possible.**

4. **Anticipated project timeline and completion date of final report. When creating timelines, allow two to three week processing time for approval of this application.**

For the 1997-98 school year, no applications will be accepted after April 17, 1998. Proposals for the 1998-99 school year will be accepted until mid June 1998 and then again after mid September.

5. **REMEMBER it is imperative that you provide feedback to schools and districts on research results and implications at the conclusion of your project. See information sheet for specific details.**

FOR OFFICE USE ONLY:

Approved by Grace Malicky, **Assoc Dean, Research** **Date** June 9 199
Grace Malicky

Approved by ____________, Superintendent **Date** JUN 0 9 1998
Position

Enquiries regarding this applications should be directed to Betty jo Werthmann (492-2261).

1997.10.20

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APPENDIX C: Letter to Principals

February 8, 1999

Subject: Permission to Interview Students and Teacher
Ukrainian 10, 20, & 30

Dear Principal:

Hello! My name is Tracy Dool and I am a graduate student enrolled in the Ukrainian Language and Literature Program at the University of Alberta. Currently, I am working on my MA thesis under the supervision of Dr. Natalia Pylypiuk. I intend to complete and defend my thesis in April of 1999. In general, my research focuses on foreign language literacy and how reading for pleasure in a foreign language may have a positive impact on students' proficiency levels.

My project envisions the preparation of an inventory of the reading resources and materials to which potential university students from Ukrainian 10, 20 and 30 have been exposed. This involves interviewing the teachers in charge of Ukrainian 10, 20 and 30, as well as their respective students in the Bilingual programs in Edmonton and the surrounding area (Sherwood Park and Vegreville). More specifically, these schools are: Austin O'Brien High School, Archbishop O'Leary High School, Eastglen High School, M.E. LaZerte School, Queen Elizabeth Composite High School, Archbishop Jordan High School, and Vegreville Composite High School.

The purpose of this letter is to request your kind permission to address the Ukrainian 10/20/30 teacher and students in your school. I would like to invite them to volunteer to act as informants for my study. I believe my project will help me discover which reading materials and strategies are most frequently employed by Ukrainian Bilingual teachers and deemed the most successful. On the other hand, student questionnaires will elicit input on actual reading experiences and materials students perceive as most intriguing and stimulating.

I sincerely believe that the input of your teacher and students will prove useful in identifying and meeting the needs and interests of Ukrainian language learners at the intermediate level of study at the University of Alberta. Their feedback will help to formulate a university level reading program that considers the profile and needs of students coming in with a previous experience in the language.

Teacher Input

I would like the teachers to fill out a questionnaire concerning materials used in the Ukrainian Language Classroom, activities and strategies employed by them, and expectations they have of the program in respect to reading. They will be guaranteed individual anonymity and their responses will be treated with confidentiality. (*See enclosure.*)

APPENDIX C: Letter to Principals (continued)

Student Input
The second part of my study will focus on high school students enrolled in Ukrainian 10, 20 and 30 at your school. I would like to meet with these students for approximately 20 minutes, during which I will explain the purpose of my questionnaire. They will be asked to fill out the questionnaires and return them within one week. The questionnaire focuses on their experience of reading in Ukrainian at the high school level and their expectations of a Ukrainian reading program at the university. Participants will be guaranteed individual anonymity and their responses will be treated with confidentiality. (*See enclosure.*)

I want to state in no uncertain terms that this study is not an evaluation of your program, but an assessment of our needs at the University of Alberta. As well, it opens up possible ways in which our Ukrainian program can help you. Teacher and student participation, on a goodwill and voluntary basis will help our program tremendously and be greatly appreciated.

If your school permits the conduct of this study and the teacher is interested in volunteering her time and input, please contact me as soon as possible so that we may arrange specific dates and times for the interviews and questionnaires. Once the school confirms its approval, I intend to send a letter to the students' parents (or guardians) informing them of the nature of the project.

If you have any questions about my study, you are encouraged to call me at 492-3482 (University of Alberta) or 430-3695 (Home). You may also contact me by e-mail: dool@gpu.srv.ualberta.ca. Dr. Natalia Pylypiuk may be reached at the University of Alberta at 492-3498.

Thank you for your time and consideration.

Sincerely,

Tracy Dool, Graduate MA Student

Encl.: Waiver Release Form, Sample Letter to Parents/Guardians,
Letter to Teacher, Student Questionnaire, Teacher Questionnaire,
Ethical Guidelines, Human Ethics Committee Statement of Approval.

APPENDIX D: Letter to Teachers

February 8, 1999

Subject: Permission to Interview Students and Teacher
Ukrainian 10, 20 & 30

Dear Teacher:

Hello! My name is Tracy Dool and I am a graduate student enrolled in the Ukrainian Language and Literature Program at the University of Alberta. Currently, I am working on my MA thesis under the supervision of Dr. Natalia Pylypiuk. I intend to complete and defend my thesis by April of 1999. In general, my research focuses on foreign language literacy and how reading for pleasure in a foreign language may have a positive impact on students' proficiency levels.

My project envisions the preparation of an inventory of the reading resources and materials to which potential university students from Ukrainian 10, 20 and 30 have been exposed. This involves presenting a questionnaire to teachers in charge of Ukrainian 10, 20 and 30, as well as their respective students in the Bilingual and Ukrainian Language Arts programs in Edmonton and the surrounding area (Sherwood Park and Vegreville). More specifically, these schools are: Austin O'Brien High School, Archbishop O'Leary High School, Eastglen High School, M.E. LaZerte School, Queen Elizabeth Composite High School, Archbishop Jordan High School, and Vegreville Composite High School.

The purpose of this letter is to invite you and your students to volunteer to act as informants for my study. I believe my project will help me discover which reading materials and strategies are most frequently employed by Ukrainian Bilingual teachers and deemed the most successful. On the other hand, student questionnaires will elicit input on actual reading experiences and materials students perceive as most intriguing and stimulating.

I sincerely believe that your input will prove useful in identifying and meeting the needs and interests of Ukrainian language learners at the intermediate level of study at the University of Alberta. Your feedback will help to formulate a university level reading program that considers the profile and needs of students coming in with a previous experience in the language.

Teacher Input

I would like you to fill out a questionnaire concerning materials used in the Ukrainian Language Classroom, activities and strategies employed by you, and expectations you have of the program in respect to reading. You will be guaranteed individual anonymity and your responses will be treated with confidentiality.

APPENDIX D: Letter to Teachers (continued)

Student Input

The second part of my study involves high school students enrolled in Ukrainian 10, 20 and 30 at your school. They will be asked to fill out questionnaires, which focus on their experience of reading in Ukrainian at the high school level and their expectations of a Ukrainian reading program at the university. I would like to meet with these students for approximately 20 minutes, during which I will explain the purpose of my research. Questionnaires may be completed at home and returned to you within one week. Participants will be guaranteed individual anonymity and their responses will be treated with confidentiality.

I want to state in no uncertain terms that this study is not an evaluation of your program, but an assessment of our needs at the University of Alberta. As well, it opens up possible ways in which our Ukrainian program can help you. Your participation, on a goodwill and voluntary basis will help our program tremendously and be greatly appreciated.

If your school permits the conduct of this study and you are interested in volunteering your time and input, please contact me as soon as possible so that we may arrange specific dates and times for the interviews and questionnaires. Once the school confirms its approval, I intend to send a letter to the students' parents (or guardians) informing them of the nature of the project.

If you have any questions about my study, you are encouraged to call me at 492-3482 (University of Alberta) or 430-3695 (Home). You may also contact me by e-mail: dool@gpu.srv.ualberta.ca. Dr. Natalia Pylypiuk can be reached at the University of Alberta at 492-3498.

Thank you for your time and consideration.

Sincerely,

Tracy Dool
Graduate MA Student

APPENDIX E: Notice to Parents/Guardians

March 8, 1999

Dear Parent/Guardian:

Hello! My name is Tracy Dool and I am a graduate student enrolled in the Ukrainian Language and Literature Program at the University of Alberta. Currently I am working on my MA thesis under the supervision of my advisor Dr. Natalia Pylypiuk. In general, my research focuses on second language literacy and how reading for pleasure in a second language may have a positive impact on students' proficiency.

The purpose of this letter is to inform you that your son/daughter has been invited to participate in my study, which focuses on what materials students enjoy reading in Ukrainian. Participation is voluntary and students may withdraw at any time.

Students from Austin O'Brien High School, Archbishop O'Leary High School, Eastglen High School, M.E. LaZerte School, Queen Elizabeth Composite High School, Archbishop Jordan High School, and Vegreville Composite High School have been asked to volunteer to participate in this study. They will be asked to fill out a questionnaire concerning their reading preferences. There are no correct answers; students only need to present their point of view. The survey will not take up class time in as much as students will be given a week to fill it out at home.

Results of this research will provide valuable information for curriculum development and classroom teaching practices in the Ukrainian language program at the University of Alberta. Your school system has approved the conduct of this study and has a copy of all related research materials. They are available should you wish to see them. At the completion of this study, a written report will be sent to the school. Participants will remain anonymous in the written report of this study.

If you have any questions, you are encouraged to call me at 492-3482 (University of Alberta) or 430-3695 (Home). Dr. Natalia Pylypiuk may be reached at the University at 492-3498.

Sincerely,

Tracy Dool, Graduate MA Student

PLEASE SIGN THE CONSENT FROM BELOW AND SUBMIT IT TO THE SCHOOL BY FRIDAY, MARCH 12, 1999.

☐ I have read the above information and I **permit** my son/daughter ______________________ to participate in this study.

____
Parental/Guardian Signature

☐ I have read the above information and I **do not permit** my son/daughter ______________________ to participate in this study.

____
Parental/Guardian Signature

APPENDIX F: Waiver Release Form

Waiver Release form

DECLARATION BY STUDENT INFORMANT

You have been asked for information to be used in connection with M.A. thesis work for the Department of Modern Languages and Cultural Studies: Germanic, Romance, Slavic. The purpose of this project is to gather and preserve information for historical and scholarly use.

You may voluntarily withdraw from participation in this study at any time without losing the guarantee on individual anonymity and without penalty.

I, ______________________________, have read the above and, in view of the historical and scholarly value of this project, knowingly and voluntarily permit the Department of Modern Languages and Cultural Studies: Germanic, Romance, Slavic use of this information within the context of this study.

____

Signature of Informant

____

Signature of Interviewer on behalf of the Department of Modern Languages and Cultural Studies: Germanic, Romance, Slavic

____

Date

APPENDIX G: Student Questionnaire

SECTION A

ABOUT YOU Please share with us your previous experience with Ukrainian. Your comments will help us understand the needs of students coming to the University of Alberta.

1. Are you ☐ male or ☐ female ?
2. Your age: ☐ 14 ☐ 15 ☐ 16 ☐ 17 ☐ 18 ☐ Other, please specify. ______

3. Where have you studied Ukrainian before? (Please check all applicable categories.)
   ☐ Elementary School ☐ Junior High School ☐ High School

4. Do you have credit in ☐ Ukrainian 10 ☐ Ukrainian 20 ☐ Ukrainian 30 ?

5. What languages other than Ukrainian and English have you studied before? (Please check all appropriate languages.)
   ☐ French ☐ Polish ☐ Italian ☐ Other, please specify.
   ☐ Serbo-Croatian ☐ Russian ☐ German ____________________

6. Language/s spoken at home. (Please check all appropriate languages.)
   ☐ English ☐ Ukrainian ☐ Polish ☐ Italian
   ☐ French ☐ Serbo-Croatian ☐ Russian ☐ German
   ☐ Other, please specify. ____________________

7. Have you been to:
   ☐ Quebec ☐ Germany ☐ Poland
   ☐ France ☐ Ukraine ☐ Other, please specify. ____________

8. What are your reasons for studying Ukrainian? (Please check all applicable responses.)
   ☐ For credit.
   ☐ Post-secondary entrance requirement.
   ☐ I enjoy studying Ukrainian.
   ☐ I want to be able to speak to my grandparents in Ukrainian.
   ☐ My parents want me to study Ukrainian.
   ☐ I want to travel to Ukraine.
   ☐ I believe it will enhance my employment opportunities.
   ☐ Other, please specify. ____

GO TO SECTION B ⇨

SECTION B **ENGLISH LANGUAGE READING INTERESTS** Please share with us your attitudes toward reading in English.

9. Do you enjoy reading in English? ☐ Yes ☐ No ⇨ (Please skip to SECTION C.)

10. List three *items (novels, short stories, magazine articles, poems, etc.)* that you have enjoyed reading the most in English.

		Was this material assigned as coursework?	
(1) ____________________ Title, Author	⇨	☐ Yes	☐ No
(2) ____________________ Title, Author	⇨	☐ Yes	☐ No
(3) ____________________ Title, Author	⇨	☐ Yes	☐ No

11. What do you enjoy reading in English? (Please check all applicable responses.)

☐ Mysteries
☐ Fantasy
☐ Detective Stories
☐ Science Fiction
☐ Magazines
☐ Newspapers
☐ Biographies
☐ Non-Fiction
☐ Animal Stories
☐ Poetry
☐ Sports
☐ Comics
☐ Science/Technology
☐ Folk Tales/Fables
☐ Adventure Stories
☐ Advertisements/Signs
☐ Other, please specify below.

____

____

12. How often do you read for pleasure in English? (Please check one.)
☐ Often ☐ Sometimes ☐ Rarely ☐ Never

GO TO SECTION C ⇨

SECTION C **UKRAINIAN LANGUAGE READING INTERESTS** Please share with us your attitudes toward reading in Ukrainian.

13. Do you enjoy reading in Ukrainian?

☐ Yes	☐ No
⇩	⇩
(a) If **Yes**, why?	(b) If **No**, why not?
______________________	______________________
______________________	______________________
______________________	______________________
______________________	______________________

14. List three items *(novels, short stories, magazine articles, poems, etc.)* that you have enjoyed reading the most in Ukrainian.

		Was this material assigned as coursework?	
(1) ______________________ Title, Author	⇨	☐ Yes	☐ No
(2) ______________________ Title, Author	⇨	☐ Yes	☐ No
(3) ______________________ Title, Author	⇨	☐ Yes	☐ No

15. Have you ever read anything in Ukrainian on the Internet?
☐ Yes (Please respond below.) ☐ No ⇨ (Please skip to Question 16.)
⇩
If **Yes**, what? ______________________

16. Do you read Ukrainian...(Please check one.)
☐ More often than English ☐ As often as English ☐ Less often than English

17. How often do you read for pleasure in Ukrainian? (i.e., *readings beyond coursework.*)
(Please check one.)
☐ More often than English ☐ As often as English ☐ Less often than English

APPENDIX G: Student Questionnaire (continued)

18. What do you enjoy reading in Ukrainian? (Please check all applicable responses.)

☐ Novels
☐ Short Stories
☐ Plays
☐ Poetry
☐ Magazines
☐ Newspapers
☐ Encyclopaedias
☐ Textbooks
☐ Animal Stories
☐ Comics
☐ Sports
☐ Song Books
☐ Religious materials
☐ Folk Tales/Fables
☐ Pen Pal Letters
☐ Advertisements/Signs
☐ Other, please specify below.

____

____

19. When reading in Ukrainian, what works best for you? (Please rank the responses below on a **scale of 1 to 6**, where **1 =** ***what works best for you*** and **6 =** ***what does not work for you.***)

______ Reading alone.
______ Being read to with the text in hand.
______ Being read to without the text in hand.
______ Reading aloud.
______ Reading in groups.
______ Reading with a partner.

20. Do you choose your own material to read in Ukrainian? ☐ Yes ☐ No

21. Do you recall the materials you enjoyed reading in Ukrainian?
☐ Yes (Please respond below.) ☐ No ⇨ (Please skip to Question 22.)
⇩
If **Yes**, please list the top three items. (1 = *the reading material you enjoyed the most*)
(1) ____
(2) ____
(3) ____

22. Does anyone in your family read Ukrainian?
☐ Yes (Please respond below.) ☐ No ⇨ (Please skip to Question 24.)
⇩
If **Yes**, who? (Please check all applicable responses.)
☐ Mother
☐ Father
☐ Sister/s
☐ Brother/s
☐ Grandparent/s
☐ Other, please specify. ____________________

23. Do they read to you?

☐ Yes (Please respond below.) ⇩ ☐ No ⇨ (Please skip to Question 24.)

If **Yes**, what do they read to you?

24. When reading on your own, do you read Ukrainian materials other than the ones assigned in class?

☐ Yes (Please respond below.) ⇩ ☐ No ⇨ (Please skip to SECTION D.)

If Yes, please (✓). **Describe what you have read there.**

☐ Church

☐ SUMK

☐ UCY

☐ Kursy

☐ Plast

☐ SUM

☐ Other.

GO TO SECTION D ⇨

APPENDIX G: Student Questionnaire (continued)

SECTION D **PROBLEM SOLVING** Please share with us how you go about solving a problem when reading in Ukrainian.

25. If you ever have difficulties while reading in Ukrainian, do you ask for help?
☐ Yes ☐ No

26. Do you ask for help every time you do not understand something? ☐ Yes ☐ No

27. Whom do you ask to help you?
☐ Teacher ☐ Sister/s ☐ Grandparent/s
☐ Brother/s ☐ Parent/s ☐ Other, please specify. ____________________

28. Based on your response/s above, whom do you ask to help you the most?________

29. Do you ever use a dictionary while reading in Ukrainian?
☐ Yes (Please respond below.) ☐ No ⇨ (Please skip to Question 31.)
⇩
If **Yes**, how often? ☐ Always ☐ Sometimes ☐ Rarely

30. When reading in Ukrainian do you ever try to figure out the meaning on your own, without the help of a dictionary? ☐ Yes ☐ No

31. You probably read a variety of materials in Ukrainian, some easy and some difficult.

(A) Please list three things that make a Ukrainian text easy to read.

1. ________________________________
2. ________________________________
3. ________________________________

(B) Please list three things that make a Ukrainian text difficult to read.

1. ________________________________
2. ________________________________
3. ________________________________

GO TO SECTION E ⇨

APPENDIX G: Student Questionnaire (continued)

SECTION E **DESIGNING A PROGRAM** Your answers in this section will help us design an interesting reading program.

32. Do you ever borrow books from your school library?

☐ Yes (Please respond below.) ☐ No ⇨ (Please skip to Question 33.)

⇩

If **Yes**, do you ever borrow Ukrainian books? ☐ Yes ☐ No

33. What makes Ukrainian reading materials interesting?

____

____

____

34. Imagine that you have been invited to design the reading curriculum for a first year university course. What selections would you make to motivate students to read everything on the list?

____

____

____

35. Please comment on a positive reading experience in Ukrainian at the high school level.

____

____

____

36. Please comment on a negative reading experience in Ukrainian at the high school level.

____

____

____

THE END

APPENDIX H: Open-ended Responses

QUESTION 5: What languages other than English have you studied before? (Other)		
STUDENT	**GENDER**	**RESPONSES**
		HIGHSCHOOL A UKRAINIAN 20 (1-16)
16	F	Slovak, Czech
		HIGHSCHOOL A UKRAINIAN 30 (17-29)
24	M	Spanish
		HIGHSCHOOL C UKRAINIAN 20 (47-50)
50	F	Spanish
		HIGHSCHOOL C UKRAINIAN 30 (51-60)
56	M	Mandarin
58	F	Mandarin
59	M	Mandarin
60	F	Mandarin

APPENDIX H: Open-ended Responses

QUESTION 7:
Places Traveled To (Other)

STUDENT	GENDER	RESPONSES
		HIGHSCHOOL A **UKRAINIAN 20 (1-16)**
2	M	England
3	M	USA
4	M	Russia
5	M	Spain, Portugal, All Over Canada, USA, England
6	M	USA
7	M	USA
8	M	Spain, Portugal, England, BC
9	M	BC, SK, MN, ON, NB, England, Florida, California, Washington, Arizona, Utah
10	F	Spain, Portugal
11	F	Spain, Portugal
12	F	Spain, Portugal, Vancouver, Los Angeles (Disneyland)
13	F	Spain, Portugal, USA (California)
14	F	British Columbia
15	F	New York
16	F	Spain, England, Austria, Germany, Czech Republic, Slovakia, United States, Portugal, New York, Switzerland, Hungary, All Across Canada, Ukraine, Poland, Italy
		HIGHSCHOOL A **UKRAINIAN 30 (17-29)**
20	F	Jamaica, Britain
22	F	Croatia, Bosnia, England, Austria
23	M	England, Scotland
24	M	Mexico
26	M	Austria, Bosnia
27	M	Bosnia
		HIGHSCHOOL B **UKRAINIAN 20 (34-46)**
34	F	Italy, London
35	M	Mexico, US, England
36	F	Italy, Switzerland, Austria
38	M	Mundare
39	F	Japan
42	M	US
44	M	Smoky Lake
45	M	Vegreville
		HIGHSCHOOL C **UKRAINIAN 20 (47-50)**
48	M	US, Philippines
49	M	US
50	F	US, Belgium, Greece, England
		HIGHSCHOOL C **UKRAINIAN 30 (51-60)**
55	F	United States
56	M	California, Colorado, Ontario, BC
59	M	Australia, Bahamas
60	F	USA

APPENDIX H: Open-ended Responses

QUESTION 8:
What are your reasons for studying Ukrainian? (Other)

STUDENT	GENDER	RESPONSES
HIGHSCHOOL A UKRAINIAN 20 (1-16)		
13	F	To keep in touch with my heritage.
16	F	It's good for when I'm in Ukraine.
HIGHSCHOOL A UKRAINIAN 30 (17-29)		
18	M	To impress chicks. I'm not lying.
20	F	To complete 14 yrs. of Ukrainian class.
21	F	Because I'm Ukrainian and I like to know what my culture is about, and why we do the things we do.
22	F	I want to finish what I started.
23	M	Understand my heritage.
24	M	I want to improve my Ukrainian and study it in university.
HIGHSCHOOL B UKRAINIAN 10 (30-33)		
31	F	My whole family is Ukrainian, so I'm learning the language.
HIGHSCHOOL B UKRAINIAN 20 (34-46)		
38	M	The accomplishment of speaking my background language.
HIGHSCHOOL C UKRAINIAN 20 (47-50)		
48	M	I have a Ukrainian background.
49	M	I have a Ukrainian background.
50	F	Maintenance of culture.
HIGHSCHOOL C UKRAINIAN 30 (51-60)		
52	F	Studied it for so long, might as well continue. Cultural aspects of the course
60	F	I like to understand my cultural heritage.

APPENDIX H: Open-ended Responses

QUESTION 10:
List three items (novels, short stories, magazine articles, poems, etc.) that you have enjoyed reading the most in English. Was this material assigned as coursework (Y/N)?

STUDENT	GENDER	ITEM 1	COURSEWORK	ITEM 2	COURSEWORK	ITEM 3	COURSEWORK
HIGHSCHOOL A UKRAINIAN 20 (1-16)							
1	M	Zdorov Magazine					
2	M	Real Fighting, Dayton Quinn	N	Korean Karate	N	Strike Fighters (n)	
3	M	The Source (Magazine)	N	1984, George Orwell	N	The Catcher in the Rye, J. D. Salinger	Y
4	M	To Kill a Mockingbird	Y	Macbeth, Shakespeare	Y	The Mystery of the Forgotten Island	N
5	M	My Name is Asher Levi	Y	Macbeth, Shakespeare	Y		
6	M	The Hobbit, J. R. R. Tolkien	N	Romeo and Juliet, W. Shakespeare	Y	Zarathustras Discourses, Nietzsche	N
7	M	The First King of Shannara, Terry Brooks	N	To Kill a Mockingbird, Harper Lee	Y		
8	M	The Hobbit, J. R. R. Tolkien	N	Lord of the Rings Trilogy, J. R. R. Tolkien	N	The English Patient, Michael Odjante	N
9	M	The Hobbit, J. R. R. Tolkien	N	The Client, John Grisham	N	To Kill a Mockingbird	Y
10	F	To Kill a Mockingbird, Harper Lee	Y	Anne of Green Gables		Romeo and Juliet, Shakespeare	Y
11	F	Romeo and Juliet, William Shakespeare	Y	To Kill a Mockingbird, ?	Y		
12	F	Romeo and Juliet, William Shakespeare	Y	Macbeth, William Shakespeare	Y	YM Magazine	N
13	F	No Man is an Island, Robert Frost	Y				
14	F	The Chamber, John Grisham	N	To Kill a Mockingbird	Y	Macbeth, William Shakespeare	Y
15	F	She May Come ?	N	Rainmaker —	N	Catcher in the Rye	Y
16	F	To Kill a Mockingbird	Y	Loves Music, Loves to Dance	N	Karen Kain's Autobiography	N
HIGHSCHOOL A UKRAINIAN 30 (17-29)							
17	M	It, Stephen King	N	Hitchhiker's Guide to the Galaxy, Douglas Adams	N	The Hobbit	N
18	M	It, Stephen King	N	The Hobbit, Tolkien	N	My Undercover Years in the K.K.K.	
19	F	Time piece	N				
20	F	John Saul	N	Of Mice and Men, Steinbeck	Y		
21	F	The Stone Angel, Margaret Lawrence	Y	Of Mice and Men, John Steinbeck	Y	*Comment: I do read out of school, but I can't remember what.*	
22	F	Walk this Way, Aerosmith	N				
23	M	Fellowship of the Ring, J. R. R. Tolkien	Y	It, Stephen King	N	Dragonlance (series of books)	N
24	M	Catch - 22, Joseph Heller	N	Homage to Catalonia, George Orwell	N	Anarchism and Anarchists, George Woodcock	N

APPENDIX H: Open-ended Responses

QUESTION 10 (continued):							
HIGHSCHOOL A (continued) UKRAINIAN 30 (17-29)							
25	M	The Hobbit, J. R. R. Tolkien	Y	The Day of the Jackal, Fredrick Forsythe	N		
28	M	Lord of the Rings, J. R. R. Tolkien	N	Dragons of Summer Flame, Margaret Weis	N		
29	M	Takedown, John Markoff	N	The Wars, Timothy Findley	Y	To Kill a Mockingbird, Harper Lee	Y
HIGHSCHOOL B UKRAINIAN 10 (30-33)							
30	F	Lord of the Flies	Y	Seventeen Magazine	N		
31	F	Dinner at the Homesick Café, Anne Taylor	N				
32	F	The Outsiders, S.E. Hinton	Y	The Life of Princess Diana *(cannot remember author)*	N	A biography of Michael Jordan	N
33	M	Lost World Jurrasic Park, Michael Criton	N				
HIGHSCHOOL B UKRAINIAN 20 (34-46)							
34	F	Long Hard Road out of Hell, Marylin Manson	N				
35	M	Death of a Salesman, Arthur Miller	Y	Macbeth, Shakespeare	Y	Lord of the Flies, William Golding	Y
36	F	Message in a Bottle	N	Into Thin Air	N	A Night Without Armor, Jewel	N
37	M	Lord of the Flies, William Golding	Y	Death of a Salesman, Arthur Miller	Y	Macbeth, Shakespeare	Y
38	M	Rain Maker, John Grisham	N	The Pelican Brief, John Grisham	N	Client, John Grisham	N
39	F	Horse Whisperer	N	Macbeth	Y		
40	M	1984	N	James Heriot	N	Music articles	N
41	M	1984, George Orwell	N	Narcissus and Goldmund, Herman Hesse	N	The Catcher in the Rye, D. D. Salinger	N
42	M	Ethan Frome, Thomas Frome		S. I. Magazines		Lord of the Flies	
44	M	Lord of the Flies, William Golding	Y	Macbeth, William Shakespeare	Y	Death of a Salesman, Arthur Miller	Y
45	M	Sports Illustrated	N	Death of a Salesman, Arthur Miller	Y	Lord of the Flies	Y
46	M	The Edmonton Journal (Sports Section)	N	Marvin Ambuckle's Experiences in Shock Therapy	Y	Sports Illustrated	N
HIGHSCHOOL C UKRAINIAN 20 (47-50)							
47	M	Sports Illustrated (magazine)	N	The Godfather, Mario Puzo	Y	Macbeth, Shakespeare	Y
48	M	The Giver, Lois Lowry		To Kill a Mockingbird, Harper Lee	Y	It was on Fire when I Laid Down on it, Robert Fulghum	
49	M	To Kill a Mockingbird, Harper Lee	Y	Half Husky, Margaret Lawrence	Y	The Giver, Lawrence Lawry	N
50	F	1984, George Orwell	N	Animal Farm, George Orwell	N	Macbeth, Shakespeare	Y & N

QUESTION 10 (continued):

HIGHSCHOOL C
UKRAINIAN 30 (51-60)

51	M	Only Forward, Michael Marshall Smith	N	Macbeth, Shakespeare	Y		
52	F	The Mists of Avalon, Marion Zimmer Bradley	N	The Handmaid's Tale, Margaret Atwood	N	Magic, Isaac Asimov	N
53	M	To Kill a Mockingbird, Harper Lee	Y	Macbeth, Shakespeare	Y	The Half Husky, Margaret Lawrence	Y
54	M	The Half Husky, Margaret Lawrence	Y	Only Forward	N	Romeo and Juliet, Shakespeare	Y
55	F	Midnight Whispers, V.C. Andrews	N	The Dark Rivers of the Heart, Dean Koontz	N	Dance of the Dead, Christie Golden	N
56	M	Huckleberry Fin, Mark Twain	Y				
57	F	Romeo and Juliet, Shakespeare	Y	Something Wicked This Way Comes, Ray Bradbury	Y	The Half Husky, Margaret Laurence	Y
58	F	A Coney Island of the Mind, Lawrence Ferlinghetti	N	Macbeth, Shakespeare	Y	The Figureheads	N
59	M	Carrie, Stephen King	N	Beast, Peter Benchley	N	Of Mice and Men, Charles Dickens	N
60	F	Catcher in the Rye, J.D. Salinger	Y	One Flew over the Cuckoo's Nest	Y	To Kill a Mockingbird	Y

QUESTION 11:
What do you enjoy reading in English? (Other)

STUDENT	GENDER	COMMENTS
HIGHSCHOOL A **UKRAINIAN 20 (1-16)**		
2	M	Martial Arts
6	M	Philosophy on Life
HIGHSCHOOL A **UKRAINIAN 30 (17-29)**		
18	M	Horror
20	F	Thrillers
21	F	Love Stories
HIGHSCHOOL B **UKRAINIAN 20 (34-46)**		
38	M	Courtroom dramas/action such as Grisham
HIGHSCHOOL C **UKRAINIAN 20 (47-50)**		
50	F	Philosophy
HIGHSCHOOL C **UKRAINIAN 30 (51-60)**		
52	F	Historical fiction, speculative literature, "other points of view," plays, mythology
55	F	Fiction, short stories
58	F	Horror

APPENDIX H: Open-ended Responses

QUESTION 13: Do you enjoy reading in Ukrainian? (Yes/No)

STUDENT	GENDER	YES	NO
HIGHSCHOOL A: UKRAINIAN 20 (1-16)			
1	M	Because I'm from Ukraine, so I can understand everything when I read and it's more interesting.	
2	M	To get better	
3	M		Because I do not understand it as well as English.
4	M		Because I don't like reading too much.
5	M	Because it lets me further my understanding of the language and as I go along I make progress	
6	M		I don't understand everything and I'm slow
7	M	Because then my speaking will become more fluent	Because it is boring and I will only read if I have to
8	M		In general, rather than looking at plot and character development, it results in dictionary work. Of course, as my Ukrainian language skills increase, this may change.
9	M		I'm not that good at reading in Ukrainian. Knowing and understanding the story is difficult for me.
10	F	Some things are interesting.	Sometimes it's hard to understand.
11	F	I like to practice reading for fun, and [it] helps make my speaking and comprehension improve	
12	F	Because it is interesting and exciting to speak a different language	Because there are too many endings on words and too many rules
13	F		I have difficulty understanding it fully, even with a dictionary. I'd rather read in English.
14	F		It's too hard to understand. You can rarely find books suited for my ability. (Most books are for people very well at Ukrainian or people very poor at Ukrainian.) Most of the time I have to read for school and the topics are rarely very exciting.
15	F	Cause it makes me a bit more comprehensive	
16	F	It makes it easier to speak in Ukrainian. It has a lot of history and culture, which can't be translated the same way.	
HIGHSCHOOL A: UKRAINIAN 30 (17-29)			
17	M		Too difficult to understand
18	M		Most of the time it's like trying to read the binary code.
19	F	Most of the time I do, there's a lot of meanings in the Ukrainian stories.	Sometimes not, though. I don't always understand.
20	F		Because my comprehension is not strong enough to understand what is going on.
21	F		Because half of the time I can't understand what I'm reading.
22	F		There is nothing interesting in Ukrainian.
23	M		The literature is rarely interesting and often hard to comprehend.
24	M	Because I like the sound of the language and a lot is often lost in the translation.	
25	M		I read much slower than in English. I can't understand some of the words. Not many interesting, current books that I have come in contact with.
26	M		Because I don't like reading and because there is a lot of words that I don't understand.
27	M		I'm slow at reading and sometimes I read a word that is really not there.
28	M	The stories are kind of cool and interesting.	
29	M		I do not understand it.

APPENDIX H: Open-ended Responses

QUESTION 13 (continued):			
HIGHSCHOOL B: UKRAINIAN 10 (30-33)			
30	F		Takes longer, Some words aren't familiar
31	F	You learn a lot about how the language works (as long as the material is easy to read and understand).	
32	F	It helps my Ukrainian speaking and vocabulary.	
33	M	I hope it will help to expand my vocabulary.	
HIGHSCHOOL B: UKRAINIAN 20 (34-46)			
34	F		I don't understand.
35	M		It is hard to understand sometimes. Often boring.
36	F		I can't read at the same level that I do in English.
37	M	Because it enhances my vocabulary and knowledge of the language.	
38	M	It is interesting to read material like Ivan Franko, to see how kids are taught and read to in Ukraine.	
40	M		It's too hard.
41	M		Reading is too hard, due to lack of practice.
42	M	Help read and write the language better, Also I get better understanding of Ukrainian language.	
44	M		I'm not very good at it.
45	M	It helps me in learning the language so I can travel there later in time.	
46	M	Because it helps me understand the meaning and flow of the language.	
HIGHSCHOOL C: UKRAINIAN 20 (47-50)			
47	M	I am not strong in many aspects of Ukrainian, however, whenever I get the chance I enjoy it.	
48	M		My vocab is limited, so reading is more of a struggle sometimes.
49	M		I don't understand the stories if it is more difficult and it gets me frustrated.
50	F		Gap between Canadian-Ukrainian and Ukraine-Ukrainian terms/lang are confusing Not enough level variation
HIGHSCHOOL C: UKRAINIAN 30 (51-60)			
51	M		Boring; Does not relate to our lives; Out of date stories
52	F	Different outlooks; Pride in multicultural skills; Different background, motives, etc. in character development	
53	M	I like learning, but my reading/vocab skills are not to well. It holds me back.	
54	M		The materials we usually read are very boring stories that fail to strike my interest.
55	F		The words are sometimes complicated and I sometimes read out loud when reading so those hard words make me frustrated when reading.
56	M	Sometimes it matters what it is. Preferably about Kozaks.	
57	F	It is quite different than reading in English and it is more of a challenge.	
58	F	Different language; Different perspective of life	
59	M		It's frustrating to understand the language and comprehend at the same time.
60	F	It can be frustrating at times when I don't understand it.	

APPENDIX H: Open-ended Responses

QUESTION 14:
List three items that you have enjoyed reading the most in Ukrainian.
Was this material assigned as coursework (Y/N)?

STUDENT	GENDER	ITEM 1	COURSEWORK	ITEM 2	COURSEWORK	ITEM 3	COURSEWORK
HIGHSCHOOL A UKRAINIAN 20 (1-16)							
3	M	Tut i tam (Here and There)	Y	*Comment: Cannot remember any others*			
4	M	Folk Tales	N	Songs		Poems	
5	M	Taras Bul'ba	N				
6	M	Malen'kyi horokh (Little Pea)	Y				
8	M	*Comment: Don't remember, but this guy cut off his leg to feed a giant bird.*					
9	M	*Comment: Can't remember names of story nor can I remember the authors. Most were just translated from English to Ukrainian.*					
10	F	Try skarby Ryunosuke Akutagawa (Three Treasures)	Y				
11	F	Try skarby Ryunosuke Akutagawa (Three Treasures)	Y	Chytannia za podrobytsiamy (Reading for Details)	Y		
12	F	Diadechko Skrudzh (Uncle Scrooge)	Y	Istoria z maikom (History of a Vest)	Y	Try skarby (Three Treasures)	Y
14	F	*Comment: Sorry, but I could not recall any that I actually enjoyed.*					
15	F	Ukrainian News	N				
16	F	Ukrainian News	N	Church Bulletin	N	Current Events from Newspapers in Ukraine	Y
HIGHSCHOOL A UKRAINIAN 30 (17-29)							
17	M	Kotyhoroshko	Y	Charivnyi penzlyk (Magical Paintbrush)	Y		
18	M	Shalena nich (Wild Night) Martin Godfrey	Y	Kotyhoroshko		Charivnyi penzlyk (Magical Paintbrush)	
19	F	Kozachka	Y				
20	F	Taras Shevchenko	Y	Kotyhoroshko		Stories by O. Henry	
21	F	Tut i tam (Here and There) Grade 1	Y	Kotyhoroshko Grade 9	Y	Charivnyi penzlyk (Magical Paintbrush) Grade 7	Y
22	F	Kotyhoroshko	Y				
23	M	Various works, O. Henry	Y	Shalena nich (Wild Night) Martin Godfrey	Y	Kotyhoroshko	Y
24	M	Hobit, J. R. R. Tolkien	N	An article about Ukrainian illegal immigrants in Greece.	N	Zapovit, Taras Shevchenko	N
25	M	Kateryna, Taras Shevchenko	Y				

QUESTION 14 (continued):							
28	M	Shalena nich (Wild Night) Martin Godfrey	Y	Kotyhoroshko			
29	M	Wild Night, Martlin Godfrey	Y	Mr. Bed, O. Henry	Y		
HIGHSCHOOL B UKRAINIAN 10 (30-33)							
31	F	Svekrukha, (Mother-in-law) Marko Vovchok		Mriia (Dream) Lesia Ukrajinka			
HIGHSCHOOL B UKRAINIAN 20 (34-46)							
35	M	Fox Mykyta, Ivan Franko	Y	Shalena nich (Wild Night) Martin Godfrey	Y	Khan i ioho syn (Khan and His Son)	Y
36	F	Shalena nich (Wild Night) Martin Godfrey	Y	Fox Mykyta, Ivan Franko	Y		
37	M	Fox Mykyta, Ivan Franko	Y	Shalena nich (Wild Night) Martin Godfrey	Y		
38	M	Fox Mykyta, Ivan Franko	Y	Shalena nich (Wild Night) Martin Godfrey	Y		
39	F	Fox Mykyta, Ivan Franko	Y	Shalena nich (Wild Night) Martin Godfrey	Y		
40	M	Lys Mykyta, (Fox Mykyta) Ivan Franko	Y	Shalena nich (Wild Night) Martin Godfrey	Y		
41	M	Fox Mykyta, Ivan Franko	Y	Shalena nich (Wild Night) Martin Godfrey	Y		
43	F	Fox Mykyta, Ivan Franko	Y	Shalena nich (Wild Night) Martin Godfrey	Y		
44	M	Shalena nich (Wild Night) Martin Godfrey	Y	Fox Mykyta, Ivan Franko	Y		
45	M	Fox Mykyta, Ivan Franko	Y	Shalena nich (Wild Night) Martin Godfrey	Y	Svekrukha, (Mother-in-law) Marko Vovchok	Y
46	M	Fox Mykyta, Ivan Franko	Y	Shalena nich (Wild Night) Martin Godfrey	Y	Politsyst i muzyka (Policeman and Music) O. Henry	Y
HIGHSCHOOL C UKRAINIAN 20 (47-50)							
50	F	Zapovit, Taras Shevchenko	Y & N				
HIGHSCHOOL C UKRAINIAN 30 (51-60)							
51	M	Braty Moli, Shevchenko		Modern Ukrainian Short Stories, Shevchuk			
52	F	"The Pious Woman," Vasyl Stefanyk	N	Dumy Moli, Taras Shevchenko	Y	Novina, (The News) Vasyl Stefanyk	N
53	M	Taras Shevchenko	Y				
55	F	Tut I Tam	Y	Taras Shevchenko	Y		

QUESTION 14 (continued):

56	M	Uchitesia, braty moii, Taras Shevchenko		Zapovit, Taras Shevchenko		Dumy moii, Taras Shevchenko	
57	F	Tut i Tam	Y				
58	F	"The Pious Woman," Vasyl Stefanyk	N	"The News," Vasyl Stefaniuk	N	"Uchitesia, Braty Moii," Taras Shevchenko	Y
59	M	"Uchit'sia, braty moii," Taras Shevchenko	Y	Zapovit', Shevchenko	Y	Tut i Tam	Y
60	F	Braty moii, Taras Shevchenko	Y	Zapovit, Taras Shevchenko	Y		

QUESTION 15:
Have you read anything in Ukrainian on the Internet?

STUDENT	GENDER	COMMENTS
HIGHSCHOOL A UKRAINIAN 20 (1-16)		
1	M	Newspapers
HIGHSCHOOL A UKRAINIAN 30 (17-29)		
15	F	Some dancing and band Web pages
24	M	My dad has begun printing Ukrainian newspaper articles off the Internet.
27	M	News
HIGHSCHOOL B UKRAINIAN 20 (34-46)		
38	M	I have read some song lyrics from various Ukrainian bands such as "The Ukrainians"

QUESTION 18:
What do you enjoy reading in Ukrainian? (Other)

STUDENT	GENDER	RESPONSES
HIGHSCHOOL A UKRAINIAN 20 (1-16)		
2	M	Anything about martial arts
7	M	Nothing
HIGHSCHOOL A UKRAINIAN 30 (17-29)		
23	M	Adventure stories
HIGHSCHOOL B UKRAINIAN 20 (34-46)		
38	M	Lyrics from Ukrainian music
HIGHSCHOOL C UKRAINIAN 30 (51-60)		
51	M	Communist articles
59	M	Dictionary

APPENDIX H: Open-ended Responses

QUESTION 21:
Do you recall the materials you enjoyed reading in Ukrainian?

STUDENT	GENDER	ITEM 1	ITEM 2	ITEM 3
HIGHSCHOOL A UKRAINIAN 20 (1-16)				
6	M	*Comment: I can't recall the stories because it was in class, but I do like Taras Shevchenko.*		
15	F	Ukrainian News	*This story about a hairdresser?*	
16	F	Stories	Ukrainian Edmonton News Articles	Songs
HIGHSCHOOL A UKRAINIAN 30 (17-29)				
18	M	Charivnyi penzlyk, (Magical Paintbrush)	Kotyhoroshko	
19	F	Tut i tam (Here and There)	Kotyhoroshko	
21	F	*Comment: I can't remember anything, however I enjoy reading Ukrainian fables.*		
23	M	Magazines	Short stories	
24	M	Hobit	Kotyhoroshko	*The poems that we read in Lytwyn's class.*
HIGHSCHOOL B UKRAINIAN 10 (30-33)				
30	F	Fox Mykyta, Ivan Franko	Wild Night, Martin Godfrey	
32	F	Poems by Lesia Ukraiinka		
HIGHSCHOOL B UKRAINIAN 20 (34-46)				
35	M	Khan i ioho syn	Politsyst i Muzyka	Fox Mykyta
36	F	Shalena Nich (Wild Night), Martin Godfry	Khan i ioho syn	Staryi Didus' ta Malyi Vnuchok
39	F	Poetry - Shevchenko		
41	M	Fox Mykyta	Wild Night	Death from above
44	M	Short stories	Poems	The novel
45	M	Shalena Nich	Politsyst i Muzyka	Svekrukha
46	M	Fox Mykyta	Policeman and Music	Wild Night
HIGHSCHOOL C UKRAINIAN 30 (51-60)				
52	F	"The Pious Woman," Vasyl' Stefanyk	"Dumy Moii," Taras Shevchenko	"Zapovit," Taras Shevchenko
55	F	Tut i Tam		
56	M	Zapovit	Dumy Moii	
58	F	"The Pious Woman," Vasyl' Stefanyk	"The News," Vasyl' Stefanyk	"Uchitesia, Braty Moii," Taras Shevchenko

APPENDIX H: Open-ended Responses

<table>
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Does anyone in your family read Ukrainian? (Other)</th><th>QUESTION 23:
What do they read to you?</th></tr>
<tr><td colspan="4">HIGHSCHOOL A
UKRAINIAN 20 (1-16)</td></tr>
<tr><td>6</td><td>M</td><td>Uncle, Aunts</td><td></td></tr>
<tr><td>7</td><td>M</td><td>All family on Dad's side</td><td>Letters from family in Ukraine</td></tr>
<tr><td>8</td><td>M</td><td>Uncles, Aunts, Cousins</td><td></td></tr>
<tr><td>9</td><td>M</td><td>Uncles</td><td></td></tr>
<tr><td>15</td><td>F</td><td>Boyfriend</td><td></td></tr>
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UKRAINIAN 30 (17-29)</td></tr>
<tr><td>22</td><td>F</td><td>Aunts, Uncles</td><td></td></tr>
<tr><td>24</td><td>M</td><td>Uncle</td><td></td></tr>
<tr><td>29</td><td>M</td><td></td><td>Letters and newspaper articles of interest to me</td></tr>
<tr><td colspan="4">HIGHSCHOOL B
UKRAINIAN 20 (34-46)</td></tr>
<tr><td>38</td><td>M</td><td>Aunt</td><td>My grandmother reads books to me that she was read to when she was a kid</td></tr>
<tr><td>44</td><td>M</td><td></td><td>Their homework.</td></tr>
<tr><td colspan="4">HIGHSCHOOL C
UKRAINIAN 30 (51-60)</td></tr>
<tr><td>52</td><td>F</td><td></td><td>Their school work (my younger sisters), assignments; Family records</td></tr>
<tr><td>60</td><td>F</td><td>Aunts/Uncles</td><td></td></tr>
</table>

APPENDIX H: Open-ended Responses

QUESTION 24:
When reading on your own, do you read Ukrainian materials other than the ones assigned in class? (Y/N) What?

STUDENT	GENDER	CHURCH	SUMK	UCY	KURSY	PLAST	SUM	OTHER
HIGHSCHOOL A UKRAINIAN 20 (1-16)								
4	M	Epistle						
11	F	Bible						
15	F	Gospel		Ukrainian News		Many biographies on Ukrainian historians		My dance group reads about Ukrainian dance culture
16	F	Prayer books Bulletins	Song books Magazines *(I am not part of SUMK, just hang out with the people.)*	Stories Books Magazines			Stories Song Books Magazines Bulletins	Shumka Ukrainian Dancers: Song Books Newspaper articles Magazines
HIGHSCHOOL A UKRAINIAN 30 (17-29)								
18	M	Liturhia (Liturgy)						
19	F	Song Books						Poetry
22	F	Read along in Church					They read to us. I went when I was young.	
24	M	When I belonged I read nothing in Ukrainian, besides the Liturgy book.		When I belonged I read nothing in Ukrainian.				
25	M						I used to belong to this organization.	
29	M	Liturgy books						
HIGHSCHOOL B UKRAINIAN 10 (30-33)								
33	M	Prayer/Song books						
HIGHSCHOOL B UKRAINIAN 20 (34-46)								
36	F	The book.						
HIGHSCHOOL C UKRAINIAN 20 (47-50)								
50	F	Choir music, prayer books	Songs, letters, agendas					

APPENDIX H: Open-ended Responses

QUESTION 24 (continued):

HIGHSCHOOL C
UKRAINIAN 30 (51-60)

51	M	Prayer book	Agenda, various articles					
52	F	Hymns, liturgy, Bible, etc.						
53	M	Bulletin	Handouts					
56	M	Bible, Apostile, prayer book	Anything that is given to me		Assignments			
57	F	The Bible						
58	F							Short stories, fables
60	F	Bible						

APPENDIX H: Open-ended Responses

STUDENT	GENDER	QUESTION 27: Whom do you ask to help you? (Other)	QUESTION 28: Whom do you ask to help you the most?
HIGHSCHOOL A UKRAINIAN 20 (1-16)			
1	M		Father
2	M	Friends	Teacher
3	M		Parents
5	M		Teacher
6	M	Friend	Teacher
7	M		Teacher
8	M		Sister
9	M	Friends	Teacher
10	F		Teacher
11	F		Teacher
12	F		Teacher
13	F		Parents
14	F		Teacher
15	F	Boyfriend	Teacher
16	F		Teacher
HIGHSCHOOL A UKRAINIAN 30 (17-29)			
17	M		Father
18	M	Stefan Sokolowski	Soko, or someone else in class
19	F		Mother
20	F		Teacher
21	F	Mom	Teacher
22	F		Teacher
23	M	Siblings	siblings
24	M		Father
25	M		Parents
26	M	Friends	Friends
27	M		Teacher
28	M		Mom
29	M	Boy in front of me	Boy in front of me
HIGHSCHOOL B UKRAINIAN 10 (30-33)			
30	F		Teacher
31	F	Ukrainian/English dictionary	Teacher
32	F		Teacher
33	M		Parents
HIGHSCHOOL B UKRAINIAN 20 (34-46)			
34	F		Teacher
35	M		Teacher
36	F		Teacher
37	M		Teacher
38	M	Friends	Friends
39	F		Teacher
40	M		Teacher
41	M		Teacher
42	M		Teacher
43	F		Teacher
44	M	Friends	Friends
45	M		Teacher
46	M		Teacher

APPENDIX H: Open-ended Responses

QUESTIONS 27 & 28 (continued):			
HIGHSCHOOL C UKRAINIAN 20 (47-50)			
47	M	Class mates	Teacher
48	M		Teacher
49	M		Teacher
50	F		Teacher
HIGHSCHOOL C UKRAINIAN 30 (51-60)			
51	M		Teacher
52	F	Friends and classmates	Friends and classmates
53	M		Teacher
54	M		Teacher
55	F	Friends	Friends
56	M		Father
57	F	Friends	Teacher
58	F	Friends	Friends
59	M	Friends in class	Friends
60	F	Classmates	Teacher

APPENDIX H: Open-ended Responses

QUESTION 31A:
Please list three things that make a Ukrainian text easy to read.

STUDENT	GENDER	1	2	3
HIGHSCHOOL A UKRAINIAN 20 (1-16)				
2	M	Easy to read		
3	M	Sometimes the words are similar in sound to those in English.	Sometimes the sentences are structured in such a way that you can figure out what is being said.	Ideas usually flow together nicely, allowing you to piece together information.
4	M	You can read every letter.		
6	M	You can sound out the words		
7	M	Words that I know	Short sentences	pictures
8	M	Common language	Simple plot	
9	M	One can read phonetically	Knowledge of grammar	
10	F	Having background of the story	Having hard words translated	Reading short stories
11	F	Short words	Words that I understand the meaning for	Ability to read and comprehend
12	F	Rhymes	List of definitions (glossary)	Reading with someone else and translating it together.
13	F	The writing is clearly printed.	There is usually a glossary.	The words usually aren't too complicated.
14	F	A glossary of the more difficult words	Knowing the basic theme of the story, before reading it.	Someone else's assistance
15	F	Dictionary	Not too many difficult words	Short sentences
16	F	Words that are not hard		
HIGHSCHOOL A UKRAINIAN 30 (17-29)				
17	M	Glossary	Simple language	
18	M	Teacher reading aloud and explaining things	Reading in groups	Using simple Ukrainian
19	F	Dictionary (English-Ukrainian) (Ukrainian-English)	Pictures	
20	F	The words unknown to me are translated for me	Pictures	When it's (the story) is interesting
21	F	Common words	Pictures	Easy themes
22	F	Big print	Easy words	No complex words
23	M	Definitions of key words near by	Simple language	
24	M	Clear printing	Interesting subject matter	
25	M	Short words		
26	M	You pronounce it the way it says there	The words are short	
27	M	You pronounce it the way it says there	The words are not so long	
28	M	Easy vocabulary	Interesting subjects	Clear topics
HIGHSCHOOL B UKRAINIAN 10 (30-33)				
30	F	Pictures	Vocabulary I understand	Definitions for harder words, short
31	F	Words in familiar order	Interesting subject	Easy sentence structure/knowing most of the vocabulary
32	F	Words which I am familiar with	Familiar sentence structure	Exciting storylines
33	M	Appropriate vocabulary	Familiar sentence structure	Not something boring

APPENDIX H: Open-ended Responses

QUESTION 31A (continued):				
HIGHSCHOOL B UKRAINIAN 20 (34-46)				
34	F	When the vocabulary is simple	When the questions are short and to the point	Familiar sentence structure
35	M	Vocabulary that's appropriate	Dictionaries	Simple sentence structure
36	F	Appropriate vocabulary	Familiar sentence structure	Enjoyable topic
37	M	Definitions	Basic sentence structure	Familiar vocabulary
38	M	Bigger text	Simple (physical) test (font wise)	Stories that could be understood and related to (Wild Night)
39	F	Translations of some words on side	Explanation after a couple of paragraphs	
40	M	Nothing		
42	M	Understandable vocab		
43	F	Vocab words selected that are translated into English	Reading aloud with the class	Going through it one or 2 lines at a time
44	M	Difficult vocabulary that is translated for us	Simple words	The teachers reads to us and explains
45	M	Short stories	Novels like - Wild Night	
46	M	Appropriate vocabulary	Something interesting	A little dictionary (before hand) of the difficult or unknown words
HIGHSCHOOL C UKRAINIAN 20 (47-50)				
47	M	The text is also shown in English	Easy to understand	Vocab in back also helps
48	M	Each letter has one sound and only one sound	Easy flow	Many cognates
49	M	Words that we have already studied	Cognants	Simple sentences
50	F	Pictures	Side notes	Same version of language; Cognates; Canadian vs. Ukrainian
HIGHSCHOOL C UKRAINIAN 30 (51-60)				
51	M	List of vocabulary prior to story	Big letters	When the story is interesting
52	F	Clarity of vocabulary	Clarity of sentence structure	Relateable subject matter
53	M	Easy text (vocab)	Flows smoothly	
54	M	Easy to pronounce the words		
55	F	Easy words	Pictures so we can figure out what is going on without reading	
56	M	Reading to understand	Having a dictionary	Reading more than once
57	F	Easy words	Clarity	Easy sentence structure
58	F	Simple vocabulary	Easy sentence structure	English translation
59	M	Easy vocabulary	Examples	Short sentences
60	F	Easier vocabulary	Examples	Shorter sentence

APPENDIX H: Open-ended Responses

QUESTION 31B:
Please list three things that make a Ukrainian text difficult to read.

STUDENT	GENDER	1	2	3
HIGHSCHOOL A UKRAINIAN 20 (1-16)				
3	M	Some words are long and difficult.	Some phrases are difficult to translate directly into English.	Some of the text is quite boring.
4	M	Long words	Vowels joined together	
6	M	There are long words so when you sound them out it is drawn out		
7	M	No pictures	Long sentences	Words I don't know
8	M	Advanced language	Complex plot	Lots of sayings that need to be interpreted
9	M	New words	Order of words	
10	F	Reading long stories	Not being familiar with the situation	If it's not interesting
11	F	Long words	Difficult passages	Not understanding the meanings
12	F	When you don't know what it is about	Reading by yourself	When it is hard to make sense
13	F	There's A LOT of Ukrainian.	If you miss one word, you could confuse the whole thing.	
14	F	The use of words I don't understand	Not understanding the theme	Not being able to figure out the meaning of words, even with a dictionary.
15	F	Hard words	Long sentences	
16	F	Hard words		
HIGHSCHOOL A UKRAINIAN 30 (17-29)				
17	M	Complex language	Uncommon sayings or references	
18	M	Reading on your own	Long assignments	Words that aren't recognized
19	F	Long words	Sayings, meanings, colloquial expressions	Long complicated stories
20	F	No dictionary or translated words	When you're put on the spot	When the text is boring/uninformative
21	F	Small writing	Difficult/ big words	
22	F	Old stories that we can't relate to	Dictionary words that no one uses	
23	M	Long words	Unfamiliar words	Vague Ukrainian metaphors
24	M	Boring subject matter	Awkward prose	
25	M	Long words		
27	M	Confusing	You have to have experience with reading Ukrainian, which I don't have	You have to learn the alphabet good.
28	M	Hard vocabulary	Boring subjects	Unclear topics
29	M	It's in Ukrainian		
HIGHSCHOOL B UKRAINIAN 10 (30-33)				
30	F	An uninteresting topic	Unfamiliar words	Words are in order that I haven't seen before
31	F	Not understanding majority of words	Long/boring	Colloquial terms
32	F	Small writing/typing		
33	M	Boring literature	Techno terms	Strange sentence structure

APPENDIX H: Open-ended Responses

QUESTION 31B (continued):				
HIGHSCHOOL B UKRAINIAN 20 (34-46)				
34	F	When the questions are long	When the text isn't something I enjoy	Unfamiliar vocabulary
35	M	Colloquial terms	Small type	Complex structures
36	F	Advanced vocabulary	Colloquialism	Boring topics
37	M	Lot of unfamiliar vocabulary	Strange sentence structure	No definitions
38	M	Big words not used in class	Small text	Weird fonts
39	F	Poetry by Ukrainian authors	Colloquial language	
40	M	Pronunciation of words	Length of technical words	Extensive vocabulary
41	M	Complex words	Long words	Too many different sounds
42	M	Words I've never heard before or seen		
43	F	Alone	No vocabulary words selected and translated	If there are words we have never seen before
44	M	Readings on my own	Difficult unusual vocabulary	No translation of any words
45	M	Poetry	Newspapers	
46	M	Difficult sentence structure	Colloquial terms	Technical terms
HIGHSCHOOL C UKRAINIAN 20 (47-50)				
48	M	Lots of vocabulary that I cannot understand, or have not learned	Complex sentences	
49	M	Complex sentences	Vocabulary which we have not studied	No pictures
50	F	Different language versions	Outdated terms	Small print (subconsciously intimidating)
HIGHSCHOOL C UKRAINIAN 30 (51-60)				
51	M	Long words	Difficult vocabulary	Topic that we cannot relate to
52	F	Difficult vocabulary	Complexity of sentences	Lack of interest
53	M	Vocab	Length	
54	M	Too many cases and endings	Different sentence structures than English	
55	F	Hard words (long to pronounce)	Words we don't understand	
56	M	Hard text	Reading fast	
57	F	Hard vocabulary	Difficult sentence structure	Length of writing
58	F	Consistently hard vocabulary	Lengthy material	Sentence structure that makes it less clear
59	M	Larger vocabulary	Using different words in sequence	Long sentences
60	F	More difficult vocabulary	No examples	Using continuous difficult words in a sentence

APPENDIX H: Open-ended Responses

QUESTION 33:
What makes Ukrainian reading materials interesting?

STUDENT	GENDER	COMMENTS
		HIGHSCHOOL A UKRAINIAN 20 (1-16)
1	M	The language is very interesting and very rich. It contains lots of beautiful words and expressions. I think it's the most richest language in the world.
2	M	There is nothing special about it.
3	M	Some materials are kind of funny.
4	M	The different stories and interesting texts.
5	M	If they are about stuff that I'm interested in.
6	M	It tells about adventures of people in Ukraine.
7	M	Pictures; adventurous events in stories
8	M	If the plot is sensible and the language understandable.
9	M	It's different and can help me learn the language better.
10	F	If the story has a well-written story line and it's something I can relate to.
11	F	The knowledge and advantage in knowing another language.
12	F	When they are put in story form and make sense.
13	F	Just knowing I have the ability to read it.
14	F	Learning about another culture's traditions and the feeling of achievement if I understand the material.
15	F	If they are about things I enjoy doing. If they are about current events of dance groups or choirs.
16	F	When they speak of Ukrainian heritage, customs, and traditions it makes me interested in our, and their lives.
		HIGHSCHOOL A UKRAINIAN 30 (17-29)
17	M	Humorous stories, Action stories
18	M	Original Ukrainian texts tell about Ukrainian history and culture
19	F	Story lines
20	F	Interesting story, translated into English
21	F	If it's something I want to learn about; If it's something I enjoy reading.
22	F	The same thing that makes English materials interesting, interesting topics
23	M	Pictures
24	M	The beauty of the language
27	M	It is different from English, it is neat to be able to read another language and understand it.
28	M	Cool action-like stories
29	M	Although challenging, some of the materials written in Ukrainian carry much more influence and meaning that if translated to English
		HIGHSCHOOL B UKRAINIAN 10 (30-33)
30	F	There usually non-fiction and have pictures to help you understand the story.
31	F	Short interesting topics; being able to understand all but a few words so as to be able to catch main idea of story.
32	F	Most Ukrainian reading materials teach me about Ukrainian history and traditions.
33	M	Understandable topics, vocabulary of the same level as grade.

APPENDIX H: Open-ended Responses

QUESTION 33 (continued):		
HIGHSCHOOL B **UKRAINIAN 20 (34-46)**		
34	F	When the stories have some interest to me and they are easy to understand.
35	M	If the story, is understandable and the plot is interesting. If it is easy to read, it is more fun.
36	F	Topics related to my interest level, not just stories about villages.
37	M	They should have a good plot, interesting characters and unpredictable situations.
38	M	It relates back to Ukraine.
39	F	Based on culture and life in Ukraine.
40	M	Not much.
41	M	They might have interesting Ukrainian culture or folklore inside them.
42	M	I know how to speak the language, it makes me feel good being able to read it as well.
43	F	-cultural; -life; -humorous; -twisting
44	M	Finding out about our history and hearing interesting stories.
45	M	It has simple context and actually has an interesting plot then I will like it.
46	M	Something that I can relate to and at the reading level that I am at.
HIGHSCHOOL C **UKRAINIAN 20 (47-50)**		
47	M	The differences in grammar, etc. compared to English
48	M	Much of the topics that are picked to read in Ukrainian have a historical theme, and I enjoy history. Stories that have easy comprehension and a concrete theme.
49	M	Sentences that you can understand and a story that has a plot which is easy to comprehend. Also pictures would be nice.
50	F	Modern; Easy to comprehend; Direct
HIGHSCHOOL C **UKRAINIAN 30 (51-60)**		
51	M	When the topic relates to our everyday lives, not our great great grandparents
52	F	Relatability - real understandable characters; Relevant information; Creative setting; Point of view
53	M	Have interesting subjects to me; Range on subject material
54	M	Story line - needs better subjects to write about; pictures
55	F	It's interesting if it's easy and/or about something we know.
56	M	When it is about Kozaks, and other Ukrainian Folklore
57	F	Wide variety of subjects to read on; more of a challenge to read than English
58	F	Interesting plots; Topics that relate to modern life; Stories that describe Ukrainian life
59	M	Pictures, plot, development of story; fiction vs. no-fiction
60	F	Pictures because they would illustrate what the materials would be talking about

APPENDIX H: Open-ended Responses

QUESTION 34:
Imagine you have been invited to design the reading curriculum for a first year university course. What selections would you make to motivate students to read everything on the list?

STUDENT	GENDER	COMMENTS
HIGHSCHOOL A UKRAINIAN 20 (1-16)		
1	M	Ukrainian fashion magazines; Action stories; Real life stories
2	M	I would take a survey of all the Ukrainians and see what they like. Since many books have to be read, you can select books that appeal to a few people each book.
3	M	I would suggest use of satirical reading materials as well as materials which incorporate visual images such as comic strips.
4	M	I would probably pick Folk Tales.
5	M	I would have a variety of things for them to read, so that everyone will like something they read.
7	M	Pioneers
8	M	Selections that make sense and don't have a fantasy, perfect ending.
9	M	I cannot comment on this because I don't read enough and cannot even make a list of selections. Basically, I'm lazy and do as little work as possible so I can't even say what would motivate me.
10	F	Cultural stories, plays, poetry
11	F	Cultural book on interesting topics, basic which allows one to understand the story easily.
12	F	Have a lot of interesting short stories and pictures so they understand
13	F	Can't think of any specific pieces, I'd just be sure that they are interesting and creative.
14	F	I think that in order to increase Ukrainian reading, you have to make it more interactive, or choose more modern stories.
15	F	Things that appeal to students, and other things that they might enjoy reading in English
16	F	Heritage, Customs, Traditions, Songs
HIGHSCHOOL A UKRAINIAN 30 (17-29)		
17	M	Stories with action and humor because the reading level is likely low
18	M	Maybe 'The Hobbit' in Ukrainian
19	F	I would make and entertaining section, interesting stories
20	F	Make books interesting, and a student can relate to, and has words that the student can comprehend
21	F	Fun ones; books, novels, etc. that interest people
22	F	I don't think that students need to be motivated they are there because they want to
23	M	Interesting selections, easy-to-read selections
24	M	Less stereotypically Ukrainian stories about pious Ukrainian maidens who die a tragic death
28	M	Things about kozaks and war and women
29	M	Works with history and meaning, nothing translated from English to Ukrainian
HIGHSCHOOL B UKRAINIAN 10 (30-33)		
30	F	I would put helpful pictures and pick interesting topics.
31	F	Anything short, possibly humorous, and easy to read and comprehend.
33	M	Ivan Franko - strong poetry
HIGHSCHOOL B UKRAINIAN 20 (34-46)		
38	M	Make the list interesting with books they may have read in English before but they are translated into Ukrainian.
40	M	I would make selections that are easier to read but are also enjoyable stories to understand.
41	M	Easy to read books, let people choose a book appropriate for their level and they can write a book report on it.
44	M	Nothing too difficult or long enough to challenge but not overwhelm the student.
45	M	Wild Night and Fox Mykyta
46	M	Something that is at their vocabulary level, something that will interest them and something that is not too long.

QUESTION 34 (continued):		
HIGHSCHOOL C UKRAINIAN 20 (47-50)		
48	M	First, I would make them read comics, in order to relate words to pictures. I would also have current event readings on issues that are important to the students. Many magazines.
49	M	I would give them easy to complex poetry and interesting short stories which were not too difficult.
50	F	Translations of modern authors, as well as famous ones (Plato, Shakespeare) Effortless materials (comics, magazines)
HIGHSCHOOL C UKRAINIAN 30 (51-60)		
51	M	Patochky
52	F	Current literature by new thinkers emerging from independent Ukraine; Wide varied subject matter
54	M	I would start off with some simple comics to get the students attention, then slowly progress to some good story based novels.
55	F	There would be an easy section, moderate section and difficult section. We would start off easy and then progress slowly until everything or almost everything is read.
56	M	It's a university course the students must create their own motivation.
58	F	Find twisted authors, like Vasyl Stefaniuk, or like English authors, Edgar Allen Poe and Marquez
59	M	Patochky - insentive for speaking Ukrainian
60	F	I would give them incentives (patochky)

APPENDIX H: Open-ended Responses

STUDENT	GENDER	QUESTION 35: Please comment on a positive reading experience in Ukrainian at the high school level.	QUESTION 36: Please comment on a negative reading experience in Ukrainian at the high school level.
HIGHSCHOOL A UKRAINIAN 20 (1-16)			
1	M	I read some stories in Ukrainian, but nothing new that I don't know.	All the readings are at grade 3 level in Ukraine.
2	M	All reading experiences can be positive.	There aren't any negative reading experiences.
3	M	I find that my Ukrainian (i.e. grammar and speech) has improved more in high school than at any other level (i.e. elementary or junior high). As a result, I can understand it better and I am more encouraged to speak it without provocation from teachers.	Sometimes we are forced to do ridiculous projects, which the required reading entails. These projects are boring and too time consuming.
4	M	Reading and analyzing cartoon stories	Reading newspaper articles about stuff that doesn't even pertain to the course at hand.
6	M	The realization that I am learning and understanding and it gives me a profound sense of knowledge.	Not right now.
8	M	I understood a story and did well on the test. Was a good story too.	I had to translate a long, complicated story by myself, because I had been sick.
9	M	Never really had one.	Never really had one.
10	F	We read a story, then did some projects related to it, and acted it out in class.	I read a story I couldn't understand, even after I asked for help.
11	F	Plays that are performed in class; it helps one to understand, act and comprehend a story and fun to do	Long stories; without an interesting topic and has no point.
12	F	You have to want to read the story and it has to make sense. It would be easier if there were pictures and a glossary at the back of story or will help.	If it is too hard and not interesting nobody will be able to understand it. If it is about war or history no one will want to read it because it is boring.
13	F		We usually read stories that have no real point, and sometimes they're like children's stories.
14	F	Reading and acting out plays in Ukrainian was fun, because we had to read and understand the play but got to do this in an interactive and fun manner.	Straight reading of short stories which prove to be extremely boring.
15	F	When we read this story about a hairdresser, I learnt a lot of words that I use in my everyday diction. It was somewhat comical as well.	When we read this poem with many complicating words and it had too many deep/hidden meanings that were hard to comprehend.
16	F	When the teacher allows us to pick our own Ukrainian stories to read, we are allowed to pick what we like! It makes the book interesting to read.	When we are forced to read an awful story that we would totally hate, and we are tested on it.
HIGHSCHOOL A UKRAINIAN 30 (17-29)			
18	M	'Kozachka', if I read more of it. Reading anything about Kozaky and Tatary.	'Shalena Nich' was pretty lame because it was originally written in English.
19	F	The short stories were very interesting. 'Kozachka'	'Shalena Nich' it was too long and hard to understand.
20	F	I enjoy reading stories that deal with the country of Ukraine and historical stories (Kozaky and Tatary)	I don't enjoy reading Ukrainian when it is forced on me and I don't understand the words (exams).
21	F	Reading Folk tales	They are too numerous to count. Bottom line: Pick something interesting and I'll read it.
23	M		Most
24	M	All the stories about Kozaky have been interesting.	Too many of the stories are overwrought and melodramatic.
25	M	Some of the stories were interesting and worthwhile to read.	Some of the materials are not interesting and are boring.
27	M	I don't remember.	
28	M	It gives us a better insight on Ukrainian literature.	Some of it is difficult to answer.

APPENDIX H: Open-ended Responses

QUESTIONS 35 & 36 (continued):			
HIGHSCHOOL B UKRAINIAN 10 (30-33)			
31	F	"Svekrukha" by Marko Vovchok. I enjoyed this because even though it was hard to understand, our teacher explained all the new vocab and translated everything. Also it was short and the story line was something we could relate to.	
32	F	Poems by Lesia Ukraiinka	
33	M		Reading in front of the class.
HIGHSCHOOL B UKRAINIAN 20 (34-46)			
34	F	When the story was interesting. The teacher read the story to us and she explained almost every sentence.	When the stories are long and boring and the teacher makes the class read, so nobody knows what's going on.
35	M	We read Shalena Nich because the vocabulary wasn't hard. The sentence structure was simple and the main idea understandable.	A lot of the poetry by Shevchenko and Lesia Ukraina. The vocabulary was often beyond our level and the ideas didn't interest me.
36	F	We read Shalena Nich and the vocab was appropriate and the plot was surprisingly interesting.	Reading the newspaper. It was boring and had so many huge words that we had never seen before.
37	M	Shalena Nich - It was a good story with an unpredictable plot. I enjoyed it.	Poetry in Ukrainian.
38	M	Wild Night by Martin Godfrey because when I was younger I read this story, so I understood the story line, so it made me consentrated on the Ukrainian words so it was easy to figure out.	Reading those newspapers.
40	M	I enjoyed reading Fox Mykyta.	Some stories are long, boring and hard to understand.
41	M	I don't recall one.	A story had very complex words that were beyond my level, making the story unenjoyable and frustrating.
42	M	Reading short stories have been enjoyable.	
44	M	The novel we read "Shalena Nich" by Martin Godfrey.	Readings in front of class.
46	M	We read a novel (Wild Night) in Ukranian L.A. 10 and it was a very good experience because it was at our vocabulary level and it was interesting.	Cannot recall one.
HIGHSCHOOL C UKRAINIAN 20 (47-50)			
47	M	The teacher makes it easy to understand.	The course, in my opinion, procedes at a fast pace.
48	M	I really enjoyed the comics we read this year; the text was simple and the pictures were corny but cool. Colouring (?) is something I also enjoy.	Any reading that had vocab way over my head. Its frustrating not to be able to read it.
49	M	A positive reading experience was caroling and reading the songs and reading about Christmas.	A negative experience was reading about Taras Shevchenko because it was complex and printed very small.
50	F	Although our main focus is grammar, carolling and overall culture-based materials.	Taras Shevchenko monologue because it used outdated terms. Keep in mind, please that in general students chose not to read in Ukrainian because of 1) intimidating (fear of failure) and 2)subconscious rebellion.

APPENDIX H: Open-ended Responses

QUESTIONS 35 & 36 (continued):

HIGHSCHOOL C
UKRAINIAN 30 (51-60)

51	M	Taras Shevchenko - it motivated me to become a better person to serve my country	Issues on forced collectivization by Stalin. It angered and saddened [me] to understand that this happened, yet the USA turned a blind cheek.
52	F	Shevchenko poetry is both beautiful in language and inspiring in subject. Our teacher's fervency lead to discussion about the timeframe and background of Shevchenko's life that was encompassing and informative.	Much of the reading in our classroom booklets, though easy enough to understand, is dull and repetitive. It revolves around the same settings, and themes, with flat, boring characters.
53	M	Poetry, handouts	
54	M	Reading poems from Taras Shevchenko.	All of the short stories in the Ukrainian 30 workbook.
55	F	The material that is used in our class is somewhat difficult and there are a lot of new words for us to learn.	I stutter or stumble on words that are hard to pronounce. I read better when I'm alone because I'm not nervous.
56	M	Studying Taras Shevchenko.	
58	F	Short stories from "Modern Ukrainian Short Stories" Twisted plot lines make it interesting to read.	Too much Taras Shevchenko!
59	M	Studying and analyzing Taras Shevchenko and his work.	Some short stories which we did not analyse.
60	F	Reading Taras Shevchenko's poems.	